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ABSTRACT

Compiled for rural educators, this catalog describes 58 exemplary educational programs available for adoption by any school through the National Diffusion Network (NDN), but selected with the needs and resources of rural schools in mind. Introductory sections explain the function of NDN and the role of NDN facilitators in assisting those seeking new programs to solve specific problems. A directory of facilitators is included. The bulk of the document consists of one-page program descriptions organized under the headings of content programs, special programs, and administrative programs. In addition to a summary of goals and strategies, information for each program includes audiences, staff and training requirements, costs of materials and training, services offered, and contact person. The 33 content programs cover reading, mathematics, health, critical thinking, science, drug education, vocabulary, and physical education. The list includes programs that motivate students to read more and watch television less, individualize movement education, and teach staff to infuse critical thinking skills into the basic curriculum. The 22 special programs cover computer literacy, computer-based instruction, careers, adult literacy, early intervention for handicapped students, comprehensive services for hearing impaired children, and curriculum for gifted and talented students. The three administrative programs deal with inservice teacher training. (JHZ)

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Educational Programs That Work in Rural Settings

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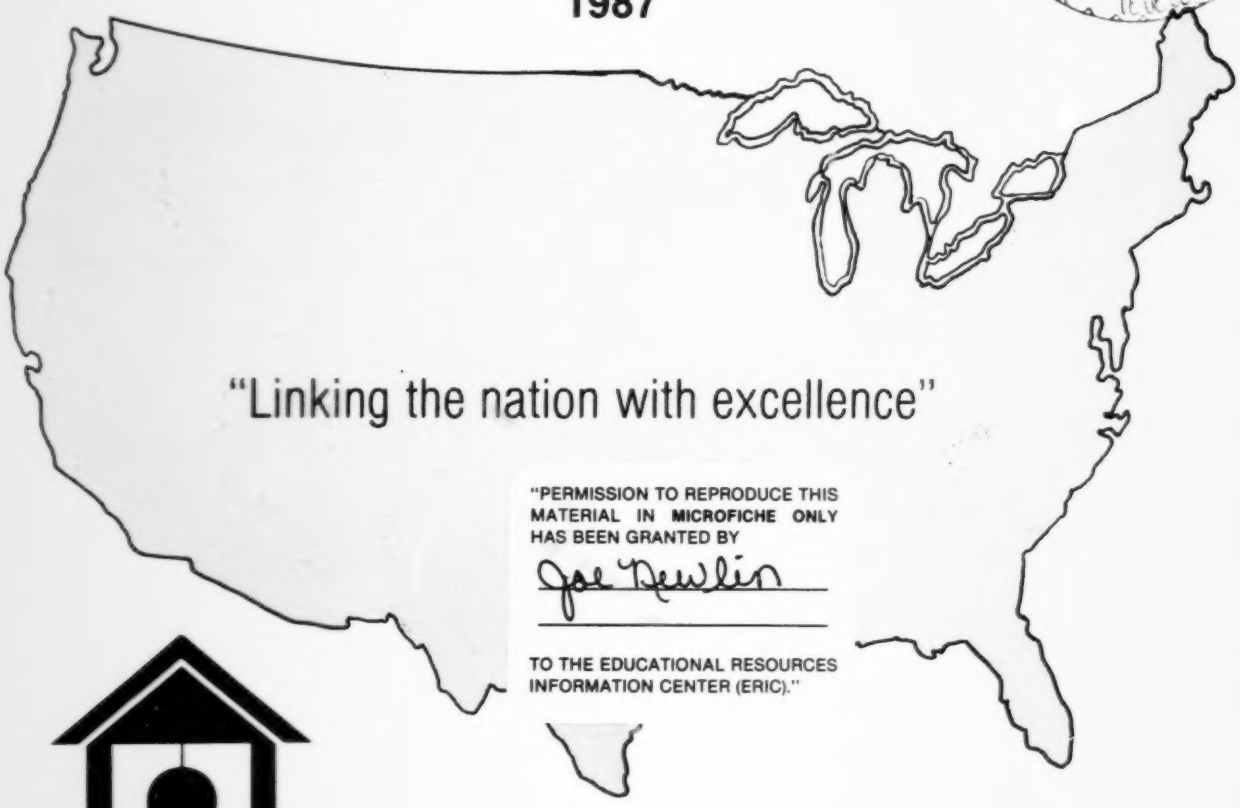

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A Sampler of Proven Exemplary
Educational Programs and Practices

FIRST
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1987

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AIRS: Andover's Integrated Reading System. A diagnostic prescriptive reading program designed to teach basic skills and foster enjoyment of literature 3

Astra's Magic Math: Beginning Math Program. A 22-unit success-oriented beginning math program employing an organized oral language based, multi-sensory approach using techniques for a foundation of any math system or program 4

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ERIN: Early Recognition Intervention Network. A competency-based training program for teachers, coordinators, and parents to assist young children with special needs in regular and special education settings ... 45

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FOREWORD

The Same, or Different

Are kids the same everywhere? Of course in many respects they are. The similarities are obvious. Yet, many of us in education who work closely with students living in the rural areas of our nation believe there are some important differences. These differences and accompanying needs stem primarily from geographic isolation and population sparcity. And, we believe, therefore, that rural schools should respond to these needs in some ways which differ from more urban settings.

The Numbers Are Startling

In any event, a significant number of our nation's students go to rural schools. Thirty-six percent of the 42.5 million school age youngsters are in districts with 5,000 or less pupil population. Of the 15,600 districts in the U.S., twenty-eight percent number less than 300 students.

The NDN Rural Resource

For over a decade, the National Diffusion Network (NDN) has been improving education for students in every area of the United States—rural, urban, and suburban. The NDN is simply a pool of proven innovative, programs developed primarily by teachers from every state in the Union. Each program is available for adoption by any school anywhere in our nation. The main idea is to avoid reinventing the educational wheel and to use the excellent classroom practices we have developed and proven already. Since 1974, millions of America's students have benefited from cost effective NDN program adoptions in their shcools.

The NDN Rural "Sampler"

In publishing this catalog the NDN, the National Dissemination Study Group (a professional organization devoted to supporting the transfer of successful programs), and the Rural Education Association (REA) have joined forces to enhance rural educators' efforts. We believe this sampler will be useful to rural educators for one or more of these reasons: the program was developed in a rural area; the program has been adopted widely in rural schools; and the programs reasonably cover the education spectrum. Remember, this catalog is just a sampler. Many more NDN programs are available for adoption and several more will be funded by the NDN by the time you read this catalog.

Each of these NDN programs currently receives federal funding to conduct awareness and training around the country. Assisting the directors of these programs is a national network of Facilitator offices, at least one located in each state. The staffs arrange awareness activities for the programs and coordinate training and adoption efforts. Rural educators who are interested in learning more about any of these sampler programs or any other NDN programs should contact the Facilitator office listed for each state elsewhere in this catalog.

Remember, these are educational programs that can work for you as they have for other rural educators around our nation. You can learn more about them at no cost. If you like a program, personalized implementation trianing and followup are givens. Adoption costs for all NDN programs last year *averaged* about $700. And, Facilitators usually can arrange training costs to be borne by several schools or districts.

Sample these fine programs. Probably one or more of them can help you meet some of your needs—cost effectively, efficiently, and personally.

One last note. This catalog represents a first attempt to spread information about successful exemplary programs for rural schools. We hope that future publications will feature programs considered to be outstanding by rural educators. Toward that end we have included a project nomination form at the back of this catalog and encourage readers to nominate programs they feel to be deserving of dissemination to others.

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Chairman,
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Diane Lassman
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National Dissemination Study Group

OVERVIEW OF THE RURAL EDUCATION ASSOCIATION

In October, 1980, the membership of the Rural Education Association voted to become an independent professional association in the hope that it could serve as a single voice for rural education in the United States. This action discontinued the historical affiliation with the National Education Association dating back to 1907 when the REA was first affiliated with NEA as the Department of Rural and Agricultural Education. The Association was later recognized under the name of Department of Rural Education in 1919, and renamed the Rural Education Association by its membership in 1975. This current action reverts the name to that found in the Articles of Incorporation of 1969.

Membership includes a cross section (more than 750) of America's professional educators including rural and small school administrators, educational service agencies, federal and state department staff, college and university faculty, teachers, parents and others interested in rural and small schools in the U.S. and overseas.

While the REA has taken a bold step toward independence on the one hand, it does at the same time recognize dependence on other educational organizations to meet common needs in rural education, politically and perceptually, through research, demonstration and the sharing of ideas about rural education delivery systems. The tradition of the REA is to expect and realize great accomplishments through team effort.

Thank you for your interest in the National Rural Education Association. We hope to welcome you as an REA member soon.

For additional information on the REA contact

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OVERVIEW OF THE NATIONAL DIFFUSION NETWORK

The *National Diffusion Network* is dedicated to helping local school districts, intermediate service agencies, state departments of education, and postsecondary institutions in their continuing efforts to improve educational opportunities and achievement for all. To promote the transfer of successful programs from the development sites, the Department of Education, through the National Diffusion Network, supports the *National Diffusion Network* (NDN). The NDN is a nationwide system established to help those involved in education acquire the materials and assistance they need to incorporate proven exemplary practices into their own programs.

The term "exemplary program" is conferred only after a project has been approved by the Department of Education's *Joint Dissemination Review Panel* (JDRP). Approval by the Panel means that Panel members have examined objective evidence of effectivenss submitted by the developer of the program and are convinced that the program has met its stated objectives at the original development or demonstration site. In addition, the program developer has proved that the program will meet the educational needs of others in similar locations. Positive endorsement of a project's claims of effectiveness by a majority of the attending Panel members constitutes approval, and a date of validation is assigned. The JDRP number and approval date for each project can be found at the bottom of each project profile. Projects that continue development and submit additional evidence of effectiveness to the Panel carry two validation dates. In addition, projects over four years old which have undergone the recertification process are identified at the bottom of the page with a recertification date. Space does not permit the inclusion of a project's evidence of effectiveness in this publication. Should the reader be interested, however, evaluation information is available from the individual projects.

The NDN operates through two kinds of projects—Developer Demonstrators and Facilitators. Developer Demonstrators are exemplary projects that provide training, materials and technical assistance to those who adopt their programs. A project profile for each operating Developer Demonstrator is presented in this catalog. NDN Facilitators (one or more in every state) are the principal links between Developer Demonstrators and those seeking new programs. Facilitators help to identify suitable NDN programs and assist with training and installation. A list of NDN Facilitators follows this introduction. Facilitators should be contacted for additional information on any program described in this catalog.

The *National Diffusion Network* was established upon the belief that there are few problems encountered by schools that have not been solved successfully in some other location. The primary function of the NDN is to disseminate information about JDRP approved programs so that educational agencies with special needs may choose from an array of programs that particular program which meets the agencies' needs, philosophy and resources. By offering a wide variety of programs, the Network provides many options through which LEAs may solve their own unique problems without "reinventing the wheel."

Since its inception in 1974, the NDN has grown from 76 to 399 programs that were developed in large part by classroom teachers. NDN programs have helped learners with many different needs—disabled preschoolers, disadvantaged inner-city children in primary grades, high-achieving high school students, and out-of-school adults, to name a few. There are NDN programs for many content areas, ranging from the basic skills of reading, mathematics, and oral and written communication to vocational and career education, consumer education, and physical education. Other NDN programs provide training for teachers in instructional methods and classroom management techniques. Still others help school administrators with a variety of management problems. In recent years, the NDN has responded to critical emerging national needs by identifying and making available exemplary practices in the areas of science and technology. Adopters of NDN programs range from small single classrooms in remote rural areas to large metropolitan districts. The impact of the NDN on American education has been enormous. The most recent statistics available indicate that in the 1983-84 year

alone, over 15,000 public and private schools in all 50 states, the District of Columbia, Puerto Rico and the Virgin Islands adopted NDN programs. As a result over 50,000 teachers and administrators received inservice training and 1.5 million students benefited.

*For further information about the *Joint Dissemination Review Panel*, contact the Executive Secretary, Joint Dissemination Review Panel, U.S. Department of Education, Room 713D Brown Building, 400 Maryland Ave, SW, Washington, DC 20202.

NATIONAL DIFFUSION NETWORK (NDN) FACILITATORS

To help public and private schools and districts identify suitable National Diffusion Network programs, the National Diffusion Network, federal sponsor of the NDN, supports Facilitator projects in every state, the District of Columbia, the Virgin Islands, and Puerto Rico.

Facilitators work with schools and institutions to define their problems, determine which NDN programs hold promise for solving those problems, and help with formal adoption of NDN programs. Facilitators can supply additional information on all of the programs described in this catalog, and they can arrange for demonstrations. When a school or institution decides to adopt an NDN program, Facilitators can make arrangements for training. Many Facilitators also provide follow-up and perform or oversee monitoring and evaluation at adopter sites.

NDN Facilitators are based in local school districts, intermediate service agencies, state education agencies and private nonprofit organizations. The funds that Facilitators can draw on vary from state to state, and their funding policies vary as well. In some states, schools and districts that adopt NDN programs can be reimbursed by the Facilitator for such start-up costs as instructional materials and teacher training. In other states, the costs of travel to awareness conferences or demonstration sites can be covered by the Facilitator. Readers are encouraged to telephone or visit their NDN Facilitators to learn what services are available.

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Section A
Content Programs

ACHIEVEMENT-BASED CURRICULUM DEVELOPMENT (ABC) IN PHYSICAL EDUCATION. Preschool through Secondary. (Previously known as ICAN.)

Audience Teachers (special education, and/or combinations) of handicapped children in special and/or regular educational programs.

Description The ABC Model has five major components to help teachers implement quality school programs: assessing, prescribing, teaching, evaluating, and planning for essential objectives in physical education for children and youth from near zero to functional level of competency. The curriculum materials (I CAN) represent a bank of 200 student performance objectives for criterion-referenced assessment, prescriptive instruction, evaluation, student reports, and a computer management system for the school program.

The I CAN ABC can be 1) implemented without exotic equipment or facilities; 2) implemented by classroom teachers, physical education specialists, or combinations; 3) adapted to local needs and resources to either develop a comprehensive mastery in learning program, preschool through high school, or supplement an existing program; and 4) implemented by the user in compliance not only with P.L. 94-142 but also in response to school reform movements—pursuit of equity and excellence in American schools for all students.

75% of students achieved meaningful and statistically significant gain score on objectives taught when curriculum was implemented as intended. 85% of all teachers trained achieved competencies to implement the ABC Model as intended).

A school site may become a quality adoption site by demonstrating key elements of the ABC Model: documentation of program goals and objectives to be taught, prescribing and teaching activities based on students' assessed needs, evaluating and reporting student and class progress, making recommendation for improvement based on student change data.

Requirements TWO OPTIONS TO MEET THE REQUIREMENTS. First, a Certified Trainer follows the 2-4-1 training design (2-day intensive workshop, 4 supportive monitoring visits, followed by 1-day planning workshop. A minimum of three days release time must be provided for each teacher trainee. Second, a local staff person assigned to serve as Program Coordinator/Trainer (5 hours/teacher trainee) to provide support services/monitor implementation. This person trained by Certified Trainer (6 hours) and participates in the training.

Costs Each teacher must have a Teacher Training Kit (Model Program Curriculum Implementation Guide and Objectives) $7.00. Share cost of Certified Trainer's expenses (2-day initial training and 1-day planning). The curriculum materials and training films are optional. Option Two: Certified Trainer's fee and expenses (travel and per diem) are negotiated (site, state facilitator, and I CAN) for Training Program Coordinator/Trainer.

Services Awareness materials are available at no cost. I CAN staff and Certified Trainers are available to present awareness sessions at local, regional, national meetings/conferences/conventions (costs to be negotiated). Certified Trainers are available in more than 16 states, with Leadership Centers located in colleges/universities in six states. Curriculum resource materials are available (published): preprimary motor and play skills, primary motor skills, sport-leisure-recreation skills.

Contact ***Janet A. Wessel, Professor and Director; Michigan State University; Room 133 IM Sports-Circle; East Lansing, MI 48824. (517) 355-4740.***

Developmental Funding: USOE OSE and State

JDRP No. 81-13 (6/11/81)
Recertified (6/85)

ACTIVE: All Children Totally Involved in Exercising. A diagnostic/prescriptive physical education program that provides teachers with the skills, strategies, and attitudes necessary to initiate a physical activity program for handicapped and normal individuals.

Audience Approved by JDRP for handicapped, ages 6-60, nonhandicapped, grades K-9, physical education teachers, special educators, recreation teachers, and para professionals. It has been used in other settings and grades.

Description Project ACTIVE has been developed to serve handicapped individuals, but is equally applicable to slow learners and normal and gifted children. ACTIVE offers a training program to provide teachers with those skills/strategies necessary to implement an adapted physical education program, diagnostic/prescriptive curriculum manuals and materials addressed to the entire gamut of handicapped conditions, and consultant services to assist implementers during the installation phase. Program strengths include extreme flexibility for adoption/adaptation, a total curriculum package that can be implemented immediately at minimal cost, compliance with the federal mandate requiring "written education programs for the handicapped population," unlimited support services at no cost to enhance successful implementation, and accountability features to enhance administrator/community support. Student instruction is based on instruction format (i.e. the program is structured to ensure that trainees acquire the skills, knowledge, and attitudes stressed), with emphasis on trainee exposure to handicapped individuals in a field setting. Participants are trained to diagnose and assess pupil strengths and deficiencies and to prescribe motor, perceptual-motor, physical fitness, posture, nutrition, and diaphragmatic breathing tasks accordingly. ACTIVE has developed low motor ability, low physical vitality, postural abnormality, nutritional deficiency, and breathing problem components for mentally retarded, learning disabled, and emotionally disturbed student populations. No special facilities are required. Comprehensive programs can be initiated in limited space. A 30' x 60' area removed from other teaching stations is ideal. If P.E. equipment is available, cost per school varies between $50 and $300. District commitment includes implementation of at least one aspect of the ACTIVE program in three or more classes that meet for a minimum of three 30-minute periods per week for one year, allocation of time for the trainee to train at least one staff member, and transmission of pre/post data and end-of-year evaluation report to project.

Requirements Program may be implemented in a single class, a school, or an entire district. Five discrete curriculum components enable the district/agency to adapt the program to students with varying abilities in grades pre-K through 12. Training programs are adapted to comply with needs of the teachers and schools. Existing personnel can be used to obviate the need for additional staff (e.g. by inclusion of the ACTIVE program in the special education curriculum or by use of the team teaching approach.) Instructional facilities may vary from 30' x 30' to 30' x 60'. Implementation schedules for each trainee must be submitted to the project prior to training.

Costs Complete training model kit (12 manuals and three packets of spirit masters), $100. (Kit manuals provide guidelines for planning an individualized-personalized physical education program for students with any type of handicap. Other supplementary materials are available. Unit orders are available and must be prepaid). Installation costs are minimal. Personnel can be reassigned. Regular P.E. equipment can be used. Materials are available at the address below.

Services Awareness materials are available at no cost. Visitors are welcome at project site two days per month between October and May and at additional demonstration sites in home state and out of state. Project staff may attend out-of-state awareness meetings (all expenses must be paid). Training may be conducted at project site during the last two weeks of each month from October to May (adopter pays only its own costs plus cost of texts). Training is also available at adopter site (adopter pays own costs, including $58 for mini-course or $100 for maxi-course per trainee for cost of texts). Follow-up services are available to adopters.

Contact ***Joe Karp, Director; Project ACTIVE; Kelso School District #453, Kelso, Washington 98626. (206) 577-2463, or (206) 577-2410.***

Developmental Funding: USOE ESEA Title III

JDRP No. 74-97 (9/18/74)
Recertified (1/85)

AIRS: Andover's Integrated Reading System. A diagnostic prescriptive reading program designed to teach basic skills and foster enjoyment of literature.

Audience Approved by JDRP for students of all abilities, grades 1-6.

Description Andover's Individualized Reading System (AIRS) was developed to provide quality education in the regular classroom by promoting: consistency of curricula throughout the system; competence in teaching skills; enjoyment of literature by students; and significant growth in reading scores.

AIRS basic skills for grades 1-6 are defined by a comprehensive set of behavioral objectives to which all instructional activities, materials, and tests are keyed. Reading instruction is teacher-directed in grades 1 and 2, where lesson plans are correlated to the Economy Company's 1975 and 1986 texts, which build a strong phonetic base. To this program AIRS adds handwriting lessons, dictations, spelling, sight word study, and criterion-referenced posttests. AIRS also provides skill books for teaching comprehension and word meaning to students in grades 1-6 and structural skills in grades 2-6. Each booklet contains lesson(s), follow-up(s), reinforcement practices, and a posttest. Students spend a portion of their reading time using individualized reading and literature books. Student achievement at all levels is monitored using criterion-referenced tests in phonics, structural skills, word recognition, comprehension, and word meaning. Progress throughout the program is outlined by continuums for each grade level. Records are kept for groups and individuals. Since its approval by JDRP, additional components have been developed to make AIRS a total language arts program. They include grammar, spelling, capitalization/punctuation, and grammar/word usage. Students spend 10-12 hours a week on the total language arts program.

AIRS uses the Mastery Management System software for computer assisted management of the comprehension component. AIRS/MMS enables AIRS adopters to use the Apple microcomputer for scoring and analyzing tests, monitoring student progress, and prescribing appropriate study helps.

AIRSware, developed under a grant from the Apple Education Foundation, is instructional software for reinforcing and enriching the AIRS Word Meaning component.

Requirements Two and one-half days—(1/2 day of workshop preparation and two days of follow-up training)—are recommended for implementation of the total program. Program is designed to be used by an entire system as a total language arts program or by a single school. Individual AIRS components, such as comprehension, may be adopted to supplement an existing program. A complete set of materials for each component adopted is needed.

Costs The AIRS Reading Program consists of 135 student booklets ranging in price from $1.50 to $4.00, and more than 5 teacher resources ranging from $2.25 to $24.50. Approximate cost of a total reading program for a class of 30 students is $1390.00. (Per pupil cost $46—prorated over 5 years—$9.00 per year.) Phonics, Individualized Reading, and Comprehension programs use commercially available publications: basals for grades 1 and 2, trade books for grades 1-6, and skill booklets for reinforcement.

Services Visitors are welcome by appointment. Exemplary project staff assists in program planning and conducts workshops that include presentations and demonstrations for each component being implemented. Follow-up consultations by project staff: average of two visits, length determined by size of adoption. Awareness materials and teacher guides provided for trainees prior to workshop sessions. Information regarding financial arrangements will be provided upon request.

Contact ***Theresa G. Murphy, Executive Director, or Aline Rubin, Project Consultant; Andover Public Schools, Bartlet Street, Andover, MA 01810. (617) 470-3800, ext. 373.***

Developmental Funding: USOE ESEA Title III and Local

JDRP No. 74-25 (4/29/74)
Recertified (4/85)

ASTRA'S MAGIC MATH: Beginning Math Program. A 22-unit success-oriented beginning math program employing an organized oral language based, multi-sensory approach using techniques for a foundation of any math system or program.

Audience Approved by JDRP for kindergarten students.

Description Astra's Magic Math increases math achievement by promoting the acquisition of basic math skills while helping children develop positive self-images. Throughout 22 self-contained units, the multi-sensory program utilizes oral language, manipulation, and writing activities during daily twenty to thirty minute lessons. The program utilizes discovery, mystery, and memory aids. It utilizes a multi-sensory approach through repetition, discovery, mystery, and memory aids. It combines frequent repetition and immediate correction or confirmation of children's responses with a game-like presentation of materials and positive feedback from the teacher. The program includes interactive large group activities and individual mastery worksheets. Astra's Magic Math stresses positive reinforcement and a belief in the ability of each child to succeed. Interest is stimulated through the use of Astra, a make-believe character from outer space. The program is designed to develop the positive academic self-concept and independence of young children, while satisfying their intellectual needs.

Astra's Box, an essential program prop, contains lesson materials for the day and stimulates curiosity in the children. The children believe Astra is the source of homework and badges awarded to them each unit. Astra also displays feelings of happiness, sadness, fear, excitement, and frustration, thus enabling the children to identify with her.

Kindergarten participants in the program have demonstrated gains in excess of 30 NCE's during a six-month period as assessed on the mathematics sub-scale of the Comprehensive Test of Basic Skills.

Requirements The program can be implemented in a typical classroom using regular teachers. A one-day training session is highly recommended. The only materials that must be purchased are the Astra's Magic Math Manual and Astra's Box. A variety of other educational and motivational materials to enhance the program is useful and highly recommended.

Costs Astra's Magic Math Manual including Astra's Box (one per classroom), $50 (required start-up); Astra Doll $50, Astra's Manipulatives, $20 (complete set = $112 reduced price).

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out of state. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopters pay only their own costs). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Jeanne Stout Burke, Judith Brown; or Gretchen Ross, Co-Directors; Astra's Magic Math; Sunshine Gardens School, 1200 Miller Ave.; South San Francisco, CA 94080, (415) 588-8082.***

Developmental Funding: Private

JDRP No. 83-54 1/24/84

BOOKS AND BEYOND: A program that improves the reading skills of students by motivating them to read more and watch TV less.

Audience Approved by JDRP for students in grades K-8.

Description Books and Beyond is a program that produces positive changes through incentives to read more outside of school. Success for diverse participant is assured by a self-pacing, individualized approach. Using parent education and student self-monitoring techniques, participants become more aware of their TV viewing habits and more discriminating in their allocation of time between recreational reading and television viewing.

Participants in the Books and Beyond Program demonstrated significant gains in reading achievement when compared with a control group study as measured by the CTBS Reading Test.

Requirements A one-half day training session and the Books and Beyond manuals are necessary for successful adoption. The manuals include graphic designs for bulletin boards, reproducible forms for student and teacher materials, parent newsletters, instructions for implementation, student awards, ideas for adaptations and helpful hints. The training topics include: project preparation, background information on students' TV habits, recreational reading strategies, introduction to the Literature at Home program, and activities to stimulate recreational reading while developing discrimination in TV viewing.

Costs Costs of implementation include training, manuals, local reproduction of materials, supplies and student awards. The cost per pupil (N=550) is $2.15 with a recurring cost of $1.82.

Services Awareness materials are available at no cost. Visitors are welcome at the project site by appointment. Project staff are available for awareness meetings (cost to be negotiated). Full awareness and evaluation packet available—$2.00.

Contact ***Ms. Ellie Topolovac, Project Director, Solana Beach School District, 309 North Rios Street, Solana Beach, CA 92075; (619) 755-8000. Ann Collins, Coordinator (619) 755-8000.***

Developmental Funding: ESEA Title IV-C

JDRP No. 84-8 3/20/84

CATS (CRITICAL ANALYSIS AND THINKING SKILLS). CATS is a program which teaches students how to apply critical thinking skills to problems and issues so that they will learn how to make more rational decisions. CATS also teaches students how to write persuasive essays.

Audience CATS has been approved by the JDRP as a program for high school students (grades 9-12) of all ability levels. CATS has been used with students in the lower grades.

Description The GOALS of the CATS Program are: 1) to help students learn and correctly use basic critical thinking skills so that they can analyze issues and problems more effectively; 2) to help students learn and correctly use a decision-making process so they can make more rational decisions; 3) to help students become critical readers so they can decode and encode information more effectively; 4) to help students learn the composing process so they can write persuasive essays of high quality; and 5) to provide a way for gifted students to realize their intellectual and creative potential. CATS projects, which fall into two distinct phases, were developed to provide teachers with a practical and tested way for implementing CATS in the real world of the classroom. PHASE I (Defining and Evaluating). Students learn how to precisely define the issue at hand, evaluate the issue (i.e. how to obtain a wide range of relevant information), and then how to prioritize and assess the information for credibility. Students use the CATS six-step, decision-making process to define and evaluate the issue using specially formatted worksheets to complete the process. PHASE 2 (Writing and Revising). Students have on worksheets a highly organized version of the issue from which it is a relatively simple matter to write and revise a persuasive essay. SKILLS. Students learn critical thinking skills and how to apply these skills to issue analysis. These skills include: conceptual analysis, deductive and inductive reasoning, and priority analysis. Students are constantly called upon to analyze and synthesize their thinking. Students function at the evaluation level which most taxonomies identify as the highest of the higher order thinking skills. In addition, students are learning the important skills of critical reading and persuasive essay writing. In order to obtain benefits, students complete five CATS projects per semester. Since CATS is used as another teaching method in place of such things as lecturing and giving quizzes five times per semester, students do not suffer as far as acquisition of course content is concerned. However, with CATS, students gain an extra dimension for their education. CATS has been used in social studies, language arts, and related classes. Other adaptations are in progress at this time. CATS has developed special ADVANCED CATS Projects for the gifted student.

Requirements Teachers receive CATS training in a one-day workshop. During the workshop, teachers complete a CATS Project (small group work) and then learn how to use CATS in their classrooms. Follow-up can be accomplished in several ways; phone, mail, or on-site visit. CATS training requires no special equipment or facilities. CATS staff does need the equivalent chalkboard space of two, large, portable chalkboards.

Costs Costs of a one-day workshop are: trainer=$200; travel, lodging, meals and other expenses=actual cost; materials=$35 per teacher. Included in the materials cost is the CATS Instructional Package, MAKING RATIONAL DECISIONS, which is used both for the workshop and for classroom implementation. The instructional package contains a 200-page book and 11 manuals, several of which were written by teachers who have used CATS in their classrooms.

Services CATS staff and trainers certified by CATS can provide a variety of services to educators. Training, except in rare instances, is accomplished at the adopter site. Visitors are welcome at the project site by appointment. CATS staff will conduct awareness sessions anywhere in the U.S. or possessions (cost to be negotiated). Follow-up services as described above are provided (costs to be negotiated).

Contact ***Terry P. Applegate, or W. Keith Evans; CATS Program; 4988 Kalani Drive; Salt Lake City, UT 84117-6421. (801) 466-9365.***

Development Funding: USOE ESEA Title III

JDRP No. 77-106 (1/11/77)
Recertified (12/84)

CENTRALIZED CORRESPONDENCE STUDY: Individualized home study. CCS is an exemplary program which delivers an individualized home study elementary (1-8) education via correspondence.

Audience Approved by JDRP for students of all ability levels, grades 1-8.

Description The most important function of this program is to prepare students to be productive individuals. The program and courses are designed to meet that goal. Courses for 1-8 are divided into nine units of work comparable to nine months of a regular school year. Included are Reading, Language, Spelling, Math, Social Studies, Science, Art, Penmanship, Health and Physical Education. Each course clearly states the course's goals, unit objectives and daily objectives. Textbooks, lesson plans, worksheets, examinations, and most school supplies are provided for the student. Students enrolled in CCS usually work at home under the supervision of an adult "home teacher." The home teachers supervise daily work and monitor tests. CCS furnishes instructions and assistance from certificated advisory teachers located in Juneau. Home teachers send a unit of the student's work to the advisory teacher once a month. The role of the advisory teacher is to evaluate the student's lessons, grade exams, provide supplementary materials for enrichment or remedial purposes, and assign a final grade in each subject.

Grades 1-8 demonstrate reading and math achievement commensurate with or better than that of their state and national peers.

Requirements The program can be adopted at a variety of levels. Adopters may develop daily lesson plans or purchase them, along with the necessary materials, from Centralized Correspondence Study. The "Writers Guidebook," detailing information on how to develop lesson plans, is available upon request. It is essential that the student, parents and school personnel have a strong commitment to this type of educational delivery system.

Costs Costs vary since they depend upon the degree of implementation desired, and the amount of staff and materials to be developed. They also depend upon the level of assistance desired of CCS and the use of and/or adaptation of existing CCS courses.

Services Visitors are welcome by appointment. Staff available for awareness presentations and training workshops (cost negotiated). Print material (brochure, program overview, and newsletter) available upon request, free of charge in limited quantities. Complete 1-8 courses available with answer keys on a cost recovery basis. Secondary courses for 9th and 10th graders' area also available.

Contact ***Darlene Wicks, Project Director, Centralized Correspondence Study; Department of Education; Pouch GA; Juneau, Alaska; 99801. (907) 465-2835.***

Developmental Funding: State ESEA Title IV-B

JDRP No. 83-13 5/27/83

COMPREHENSIVE SCHOOL MATHEMATICS PROGRAM (CSMP): An exciting, complete elementary-level mathematics curriculum from basics to problem solving for students of all ability levels.

Audience Approved by JDRP as a sequential mathematics curriculum for students of all abilities, grades K-6. CSMP students do better in relational thinking, estimation, mental arithmetic (large numbers), fractions, and word problems than students in more traditional programs.

Description An underlying assumption of the CSMP curriculum is that children can learn and can enjoy learning much more math than they do now. Unlike most modern programs, the content is presented not as an artificial structure external to the experience of children, but rather as an extension of experiences children have encountered in their development, both at the real-life and fantasy levels. Using a "pedagogy of situations," children are led through sequences of problem-solving experiences presented in game-like and story settings. It is CSMP's strong conviction that mathematics is a unified whole and should be learned as such. Consequently, the content is completely sequenced in spiral form so that each student is brought into contact with each area of content continuously throughout the program while building interlocking experiences of increasing sophistication as the situations become more challenging. A feature unique to CSMP is the use of three nonverbal languages that give children immediate access to mathematical ideas and methods necessary not only for solving problems, but also for continually expanding their understanding of the mathematical concepts themselves. Through these languages the curriculum acts as a vehicle that engages children immediately and naturally with the content of mathematics and its applications without cumbersome linguistic prerequisites. These languages include: The Language of Strings (brightly colored strings and dots that deal with the fundamentally useful and important mathematical notion of sets); the Language of Arrows (colored arrows between pairs of dots that stimulate thinking about relations between objects); and the Language of the Papy Minicomputer. The Minicomputer, a simple abacus that models the positional structure of the numeration system, is used both as a computing device and as motivation for mental arithmetic. Its language can be used to represent all decimal numbers, positive or negative, and encourages creative thinking about the nature and properties of numbers. CSMP is flexible enough to facilitate whole-group, small-group, and personalized instruction, and is appropriate for all children from the "gifted" to the "slow learners." It recognizes the importance of affective as well as cognitive concerns and has been developed and extensively tested in classrooms nationally.

Requirements School system signs cooperative agreement with CSMP and appoints local coordinator who undergoes 5 days of training in St. Louis during spring or summer prior to first year of implementation. Coordinator trains all teachers new to CSMP before start of school. Smallest adoption unit is one teacher in one classroom. No training charge, but system pays expenses of attending training. Teachers and coordinators are required to buy training kits: K-3, $7; 4-6 $7. Optional adopter site training is available; there is a fee for this service.

Costs One teacher and 30 students: Kindergarten, $148; first grade $260; second grade, $320; third grade, $340; fourth, fifth and sixth grades $368. Replacement cost for 10 students: Kindergarten, $12; first grade, $36; second, third and fourth grades, $64; fifth and sixth grades, $76. Cost per supplemental use will vary with the situation.

Services Free awareness materials available. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out-of-state. Project staff is available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays own costs) in June and July. Training is also available at adopter site. Implementation and follow-up services are available to adopters (costs to be negotiated). Trainer travel costs, $150 per day fee, and $7 per person material costs paid by adopter.

Contact ***Clare Heidema, Director, CSMP, 470 N. Kirkwood Road, Second Floor South, St. Louis, MO 63122 (314) 821-1700.***

Developmental Funding:
USOE ESEA Titles III & IV, and National Institute of Education

JDRP No. 78-169R 3/13/84

CONSERVATION FOR CHILDREN. A practical, economical program to increase conservation awareness, understanding, and action of elementary school children through a variety of basic skill activities designed for use in the classroom.

Audience Approved by JDRP for children in grades 1-6.

Description Through a variety of basic skill activities intended for use in the classroom, Conservation for Children teaches about the interdependence of plants and animals, requirements of life, energy sources and use, pollution problems, recycling, and other conservation concepts based on scientific principles. The grade level conservation guides provide instructional materials which combine basic skill practice in the areas of language arts, math, social studies and science with a conservation concept. Program materials are used to supplement or replace presently used skill materials, so that no additional preparation time or equipment is needed. Teachers can use the materials as a primary resource for teaching basic skills, as supplementary materials to a core program, as enrichment activities, skill review, or as independent units of study. No change in staffing, physical setting, equipment, or instructional methodology is required. Criterion-referenced tests allow teachers to determine which materials are appropriate for individual students or groups. Special education teachers have found the materials valuable for use with their students due to the high interest level of the worksheets and the choice of ability levels and basic skill concepts.

Evaluation data confirms that students using the materials for a minimum of 30 minutes per *week* master 80% of the learning objectives. In addition, 75% of the parents of 2,000 students in the evaluation study responded in writing that they had observed their children implementing conservation practices at home which they had never seen before the children used the program materials.

Requirements The program may be used in any type of facility or setting and does not rely on any particular methodology or teaching style. The program is designed for use in the classroom and does not require any materials or equipment that are not normally found in any school. The curriculum guides may be reproduced in whole or in part with the permission and hope of the authors. Inservice as to implementation and material usage is minimal, usually two hours. The program requires no staffing changes as the classroom teacher continues to provide instruction.

Costs Conservation for Children materials include six grade level curriculum guides (1-6) and one All Levels guide (activities, resources). After the initial purchase of the guides, $15 per grade level, $105 for the complete program, there are no on-going costs for personnel, materials, or inservice training. A per pupil cost for installation is only $.58. There are no recurring costs.

Services Awareness materials are available at no cost. Visitors are welcome at the project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (costs for travel expenses to be negotiated).

Contact ***Marilyn Bodourian, Project Director; Conservation for Children; John Muir Elementary School; 6560 Hanover Drive; San Jose, CA 95129. (408) 725-8376.***

Developmental Funding: ESEA Title IV-C

JDRP No. 83-12 (3/4/83)

CONTENT READING IN SECONDARY SCHOOLS (CRISS) A program providing reading and study skills in the content areas for secondary students.

Audience Approved by JDRP for all students in grades 10-12.

Description CRISS instructional procedures are integrated into the existing science, social studies, and English curricula to provide students with the reading and study skills that will help them organize, understand, and retain course information. By using the CRISS teaching techniques, teachers develop "learn how to learn" strategies with the students.

CRISS instruction is direct and includes four sequential components: (1) introduction, (2) modeling, (3) guided practice, and (4) independent application. This instructional sequence is followed in all aspects of the program. CRISS activities are integrated into existing curricula which makes the project extremely time efficient. All necessary instructional materials for CRISS are provided in content specific manuals.

Both college and non-college bound senior high science and social studies participants in Project CRISS have demonstrated significantly greater gains ($p < .005$) in the retention of science and social studies content information than comparable non-treatment students as assessed through free recall, recognition and standardized content tests.

Requirements Project CRISS can be implemented by a district, school or classroom teacher. The program operates in a standard classroom, no special facilities are necessary. Teachers and administrators participate in a two-day inservice. An on-site project director is named to work with Project CRISS staff to develop an implementation plan for the adopting district. The district agrees to provide information on the extent and quality of implementation.

Costs Costs of two-day training are negotiable. The cost for each participant is $40.00. Training manuals for teachers and administrators are included as part of the cost.

Services Awareness materials are available at no cost. Project staff are available to attend awareness sessions (costs to be negotiated). Visitors are welcome at project site.

Contact ***Dr. Carol Santa, or Ms. Lynn Havens; Project CRISS; School District #5; 233 First Avenue East; Kalispell, Montana 59901; (406) 755-5015.***

Developmental Funding: Title IV-C

JDRP No. 84-7R (2/16/85

DIAGNOSTIC PRESCRIPTIVE ARITHMETIC (DPA). A basic arithmetic program with emphasis on developing, modeling and mastering the basic concepts and skills.

Audience Approved by JDRP for students functioning at grade levels 3-5. This program has been used in other settings with grade levels 1, 2, and 6.

Description DPA is a process oriented program emphasizing the development and refinement of teacher modeling and questioning skills. DPA is an arithmetic program and includes counting, place value, addition, subtraction, multiplication, and division of whole numbers. Problem-solving skills are developed and reinforced through ongoing experiences with estimation and approximation, data collection, organization and interpretation, and real-life applications of arithmetic skills. Diagnostic tests for the major arithmetic topics (three levels) are used throughout the year to determine students' strengths and weaknesses both in concepts and skills. Prescriptions are then planned using the DPA Teacher's Manual, manual supplement, and other DPA resource materials. Each of the concept-developing and reinforcement activities in the Teacher's Manual has specific objectives related to the arithmetic instructional sequence and the diagnostic test items. The manual also includes descriptions of ongoing mathematics experiences, recordkeeping procedures, classroom management techniques, and instructions for developing a variety of teacher-made materials.

DPA can be used in self-contained elementary grade classes as the arithmetic component of the mathematics program or as a co-curricula remediation program (PSEN; Chapter I). Both approaches are essentially the same. A topic section of the DPA diagnostic test is administered, and the results are analyzed for group and/or individual needs. These data are recorded on the analysis chart, which aids the teacher in forming instructional groups and planning a program. Each student begins at his/her level of understanding. He/she may work with or without the teacher in a large group, small group, or independently. The student may use concrete materials for modeling a basic concept and may work with a DPA activity for reinforcing a new skill. The student may complete a written activity for practice or may help in the school by applying arithmetic to a real-life situation. This is a concept-based program that uses manipulative and physical materials and is adaptable to special education students.

Requirements A district must take the following steps: submit to DPA a statement of need and an implementation plan for the DPA program in the adopting district; provide for the release of participating teachers and supervisors for 3 full days of pre-implementation training; administer a standardized test as a pre/post instrument and provide DPA with a summary of results; employ ongoing DPA diagnostic tests for planning instruction; purchase necessary materials; identify who will act as the DPA on-site coordinator and liaison; and encourage cooperative planning and exchange among teachers.

Costs Start-up costs for curriculum and testing materials are about $7 per pupil or $200 per classroom or resource teacher. Maintenance costs are usually less than $2 per pupil.

Services Awareness materials are available at no cost. Visitors are welcome anytime by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (costs to be negotiated). Follow-up services are available to adopters (all expenses must be paid).

Contact ***Matthew Scaffa, Director, or Janet Castellano, Project Coordinator; Community School District #31; 211 Daniel Low Terr.; Staten Island, NY 10301. (718) 447-3300, ext. 36, 37, 38.***

Developmental Funding: USOE ESEA Title I

JDRP No. 74-68 (9/18/74)
Recertified (11/84)

EVERY CHILD A WINNER With Movement Education. An individualized movement education program providing mainstreaming and success experiences for all children regardless of physical or mental ability.

Audience Originally approved by JDRP for students grades K-6, reapproved 1985 by JDRP for grades 1-3. Components for grade 4-6 are still available and active.

Description The program design provides developmental movement experiences for children centered on themes of space awareness, body awareness, quality of body movement, and relationships. These themes are taught through creative games, creative dance, and educational gymnastics. Competition is found in the program only when child-designed. The project slogan, "Every Child a Winner," finds expression through the discovery learning approach to teaching movement. Students are encouraged to reach their personal potential, and "winning" occurs as each child does his or her best.

Every Child a Winner—Lesson Plans includes 31 behaviorally stated objectives, with lesson plans written to enable teachers to meet these objectives. Training is designed to help classroom teachers and physical educators implement the lessons. The lessons are designed to enchance the child's self-concept, to improve academic skills, and to improve physical fitness and motor skills.

Phase I Training (three days) includes an accountability model for program implementation, teaching techniques for Every Child a Winner movement lessons, and sessions on public relations related to successful implementation of the program. Phase II Training (two-day continuation) provides detailed information on refining students' movement skills and assistance in implementation in the upper grades. The program should be implemented first in K-3, with a plan for expanding to K-6.

Limited funds prevented a study of program effects on grades 4-6. Therefore, JDRP approval covered only grades 1-3. However, the program has been successfully implemented in grades K-6 since 1974 in over 800 schools in 48 states, the Virgin Islands, and Canada. An evaluation (1983) involving a random sample of 3,800 students, pre- and post-testing using the Washington State Fitness Test indicated significant gains (grades 1-3) in total fitness measures using a factor score composite.

Requirements Program can be conducted by classroom teachers and/or physical educators. Pupil-teacher ratio 1:30. Training is essential. Facilities needed are a multipurpose room or indoor area large enough for participation, as well as outdoor space to conduct movement lessons. Equipment needed for each child is supplied by project. Training materials and resource books are required.

Costs Training materials: one copy per training participant, *Every Child A Winner... A Practical Approach to Movement Education,* $10 each. Resource book list and equipment list supplied by project. Costs vary depending on the number of students involved.

Services Awareness materials are available at shared cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out-of-state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Martha F. Owens; Every Child a Winner; Irwin County Schools; Box 141; Ocilla, GA 31774. (912) 468-7098.***

Developmental Funding: USOE ESEA Title III

JDRP No. 74-60 (6/6/74)
Recertified (2/85)

EXEMPLARY CENTER FOR READING INSTRUCTION (ECRI). An inservice program for teachers of students of all ability levels in reading and language skills, with expectations of 95-100% mastery.

Audience Approved by JDRP for students of all abilities, grades 1-6.

Description ECRI's purposes are to identify critical teacher behaviors essential in preventing reading failure, and to provide inservice education for teachers geared to the research findings. Teaching skills emphasized by the program include: to elicit accurate and rapid responses during instruction, to establish high levels of mastery, to maintain on task behavior, to correlate the teaching of language skills, to model and prompt, to use effective management and monitoring systems, and to diagnose and prescribe instantly. Techniques are incorporated into reading, spelling, grammar, dictation, creative writing, and penmanship instruction.

Students are reminded of the skills they have been taught, the skills that have mastered, and the skills they will be expected to master through the review process. Students' attention is sustained with the momentum of the teacher directives during instruction and reinforcement offered during practice time. Overt responses help students remain on task. The structure of scheduling, record keeping and multi-sensory instruction also keeps students motivated. Criteria for passing a master test are identical for all students, regardless of their reading levels. No student is made to feel less capable than another student. The teacher selects only those teaching techniques that build the student's self-concept. Instruction is provided by ECRI so teachers can utilize the critical teacher behaviors, develop a management system for mastery and individualization, and teach reading and language skills effectively.

Requirements A 5-10 day preparatory inservice education program with one ECRI staff person for 25-30 trainees is desirable. The program includes lecture and practice sessions, preparation of materials for classroom use, and teaching pupils in a simulated setting. Following this, periodic visits by ECRI staff to trainees' classrooms to demonstrate, model, and monitor are encouraged. The length of time to replicate the ECRI model varies. Existing district reading materials may be used. Supplies for teachers and pupils are those usually found in schools. ECRI has 12 self-instructional teacher texts that are used by teachers during inservice.

Costs At initial awareness sessions, time is provided without cost (travel expenses must be paid). For inservice programs and classroom monitoring, time and some travel expenses can be provided to a limited number of adopters. Some inservice and monitoring time is available without charge, but adopters pay all travel costs. Self-instructional workbooks: $6.95, $9.95, and mimeographed materials from ECRI. Mastery tests: $.35 each; can be reproduced. ECRI staff time: $275 a day plus expenses after NDN funds have been committed.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites. Project staff are available to attend out-of-state awareness meetings. Training at project site is conducted in October, December, March, June and July (all expenses must be paid). Teacher of Teachers Conference is in August and September. Training, implementation and folllow-up services are available at adopter site (costs to be negotiated).

Contact ***Ethna R. Reid, Director; Exemplary Center for Reading Instruction; 3310 South 2700 East; Salt Lake City, UT 84109. (801) 486-5083 or 278-2334.***

Developmental Funding: USOE ESEA Title III Private Sources JDRP No. 85-8 (4/2/85) Recertified(4/85)

FIRST LEVEL MATHEMATICS (KINDERMATH). A program teaching the fundamentals of math to children.

Audience Approved by JDRP for children in their first year of mathematics instruction, kindergarten or first grade.

Description The program is diagnostic/prescriptive in nature, providing a sequential curriculum for individual developmental growth. The ninety lesson curriculum consists of the following nine components; same and different patterns; sets zero to five; shapes; sets six to ten; numerals six to ten; signs; and addition/subtraction. Key elements of the program are developmental hierarchies, mixed instructional modes; and low child-teacher ratio.

The program has been designed to be used by both regular and special education teachers. Because it is available in Spanish, it is also appropriate for use in bilingual and ESL programs.

As a result of participation in the program, children in their first year of mathematics instruction demonstrated statistically significant growth in knowledge of mathematics relative to national norms, as measured by CIRCUS Level A and B.

Requirements Program may be implemented in an individual classroom, a single school, or a district. Teachers wishing to implement the program and management system should attend a training workshop, which is most often held at district or regional sites. Administrators and paraprofessionals are also encouraged to attend training sessions.

Costs One KINDERMATH kit is required per classroom. Cost per teacher is $50 and includes a kit and training manual. Software for the program (if desired) is available at a cost of $275 for the 10 disk set.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites. Project staff is available to attend out-of-state awareness meetings. Training is available at project site or adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Ms. Mary Alice Felleisen; 38 North Waterloo Road, Devon, PA 19333, (215) 688-7993.***

Developmental Funding: PRIMAK Educational Foundation JDRP No. 84-1 1/24/84

FOUNDATIONAL APPROACHES IN SCIENCE TEACHING. A course in the concepts and methods of the physical, biological and earth sciences and their relation to the environment.

Audience Approved by JDRP for students in grade 7. This program has also been used with students in grades 6 and 8.

Description This curriculum is a full year course giving students a sense of the operations of the modern scientific community by involving them in typical science activities. FAST is laboratory and field-oriented and designed for use with students who represent the full range of abilities and interests found in the typical middle/junior high school classroom. Instructional strategies are structurally sequenced to address differences in learning styles. Students study three strands concurrently: physical science, ecology and relational study.

The physical science strand introduces such concepts as mass, volume, density, buoyancy, physical and chemical properties of matter, pressure, vacuum, heat, temperature and energy; the ecology strand such concepts as ecology, plant and animal growth and development, weather and climate, field mapping and population sampling; the relational study strand such concepts as resource management, technology, environmental use, energy use and conservation.

Student and teacher materials guide student investigations. The Student Record Book enables students to record a concise log of individual and class activities. A classroom library of Reference Booklets, which describe use of instruments, suggest experimental designs, outline experimental techniques, and provide necessary supplemental readings, helps students to practice the skill of using outside references to supplement information available from the investigations and Student Book. The Teacher Guide presents the logic connecting topics and sequences. Keyed to the investigations in the Student Book, the Teacher's Guide includes teaching suggestions, advice on classroom procedures, and detailed discussion of the conceptual and practical development of the students' investigations. Other materials for teachers include the Instructional Guide and Evaluation Guide.

Requirements Adopting teachers are required to take 10 days of training (provided free with sufficient book purchases). Adopting schools are assumed to have basic science equipment and supplies including 6-10 centigram balances. An equipment kit is required. Recommended: a local project coordinator to monitor implementation activities, conduct bimonthly meetings with adopting teachers, and provide help to teachers as needed. Additional training is available for local coordinators and teacher trainers.

Costs Depending on existing science facilities and equipment, and on book purchase option (one book per student/one library set per classroom) per-pupil start-up costs range from $10.00 to $23.00. Figures include estimated costs for student books, teacher materials, laboratory equipment and supplies. Maintenance costs: approximately $2 per pupil per year. Teacher training and follow-up services can be provided as part of materials purchase cost.

Services Awareness materials are available at no cost. Examination copies of student and teacher materials are available at cost, videotape describing the program available on loan (specify Beta or VHS). Visitors are welcome at project site and at selected demonstration sites by appointment. Some demonstration sites are available in other states. Project staff and/or certified representatives are available to attend awareness meetings on negotiated cost basis. Teacher training is conducted each summer at project site or can be provided for adoptors at adoptor site.

Contact ***Donald B. Young, Co-Director; Curriculum Research and Development Group; University of Hawaii; 1776 University Ave., Rm UHS 2-202; Honolulu, HI 96822 (808) 948-7863.***

Developmental Funding: University of Hawaii

JDRP No. 80-2 (12/9/80)
Recertified (1/85)

GEOLOGY IS. An introductory geoscience course.

Audience Approved by JDRP for all students, grades 9-12.

Description Designed to become part of the secondary school curriculum, GEOLOGY IS provides geoscience learning opportunities not presently available in the science curriculum. A broad range of materials and media-delivery instruments allow for varied teaching and learning techniques. The technical aspects of course content and the social implications in the wise use of earth resources combine in an effective interdisiplinary approach. Awareness and understanding of geoscience processes make students more responsible consumers of earth materials and protectors of the environment.

The five distinct but related units of GEOLOGY IS are Introduction, Earth Materials, Observing the Earth, Internal Processes, and External Processes. These are subdivided into a total of 20 chapters. Although it is a two-semester course, parts can be taught as a semester offering. Each unit contains text material, lab exercises and activities, and objective and subjective tests. Slide-tapes, films, videotapes, and guest speaker presentations are offered, and students are encouraged to evaluate these. Small groups and individuals investigate topical areas for student-led class discussions. Off- and on-campus field experiences and resource personnel add another dimension to the text. Teachers are provided with a guide and an activities handbook as a supplement to the student textbook.

Through study in this elective option, students can become more responsible consumers of earth resources and make informed decisions for the future regarding energy, geologic hazards, and land use.

Requirements The adopting district will need to provide an instructor with some basic coursework in the geosciences. Other than that, a typical science clasroom and supplies are the only other requirements for adoption.

Costs The major cost to the district will be for the purchase of the GEOLOGY IS textbook and activity sheets. In addition, some supplies for the activities may have to be purchased if the district does not have an existing geoscience class.

Services Awareness materials are available at no cost. A slide-tape presentation is available if district will pay postage. Visitors are welcome at project site anytime by appointment. Project staff are available to attend out-of-state awareness conferences (cost to be negotiated). Training is conducted either at the project site or at the adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Rion D. Turley; O'Fallon Township High School; 600 South Smiley; O'Fallon, IL 62269. (618) 632-3507.***

Developmental Funding: USOE ESEA Title IV-C JDRP No. 81-42 (12/18/81)

GROWING HEALTHY (Incorporating the Primary Grades Health Curriculum Project and the School Health Curriculum Project). A comprehensive health education program designed to foster student competencies to make decisions enhancing their health and lives.

Audience Approved by JDRP for students of all abilities, grades K-7.

Description Growing Healthy includes a planned sequential curriculum, a variety of teaching methods, a teacher training program, and strategies for eliciting community support for school health education. It involves students, teachers, educational administrators, other school staff, community health personnel, and the families of participating students. Through group and individual activities, children learn about themselves by learning about their bodies. There is one 8-12 week unit for grades K through 6 and a semester course for grade 7. Each grade studies a separate unit specifically designed for that age group. The units include: An introduction of the five senses, feelings, caring for health, and general health habits; the senses of taste, touch, and smell and their roles in communicating health information; the emotions and communication methods with regard to sight and hearing; the skeletal and muscualar systems; the digestive system; the respiratory system; the circulatory system; and the nervous system. Throughout all grades health information about safety, nutrition, environment, drugs and alcohol, hygiene, fitness, mental health, disease prevention, consumer health wellness, and lifestyle is explored and reinforced. Access to a variety of stimulating learning resources including audiovisuals, models, community health workers, and reading materials, is abundantly provided. The curriculum is designed to integrate with the lives and personality development of children by providing situations in which they may assume responsibility, research ideas, share knowledge, discuss values, make decisions, and create activities to illustrate their comprehension and internalization of concepts; attitudes and feelings. The curriculum has been developed to enhance other school subjects such as reading, writing, arithmetic, physical education, science, and the creative arts. As teachers become familiar with the subject matter during training, they simultaneously learn teaching arts and teaching methods. The teacher uses a learning center approach, which allows children to move about the room, explore resources, and work together in groups. Twenty-four separate studies were completed between 1964 and 1978 to ascertain effectiveness. A recent review and synthesis of these studies indicates that GROWING HEALTHY was effective in increasing health-related knowledge and providng positive health-related attitudes.

Requirements GROWING HEALTHY requires a school team comprised of two classroom teachers, the principal, and one or more curriculum support persons to: receive training in the grade level being adopted; utilize GROWING HEALTHY teaching materials; involve school administrators, parents, and representatives of community health organizations in the project; and offer a GROWING HEALTHY training workshop for others after the first year.

Costs Teacher training costs of approximately $2,500 can be shared by as many as eight teams (32 members including 16 teachers). Nonconsumable instructional materials cost range from about $900 to $4,000 per district per grade level. Consumable instructional materials cost about $500 per district per grade level.

Services Awareness materials are available at no cost. A Project Facilitator has been appointed in each state to supply information and assistance. Visitors are welcome by appointment at project site and additional demonstration sites. Project staff are available to attend out-of-state awareness meetings (all expenses must be paid). Training is conducted at project site (all expenses must be paid). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Kathleen Middleton, Director; School Health Programs, Natonal Center for Health Education; 2190 Meridan Park Blvd., Suite G, Concord, CA 94520. (415) 676-2813.***

Developmental Funding: HEW: U.S. Pub. Health Ser.

JDRP No. 79-14 R (3/1/85)
Recertified (3/85)

I.M.P.A.C.T. (Improve Minimal Proficiencies by Activating Critical Thinking) A staff development project to infuse critical thinking skills into the basic skills curriculum, especially language arts and mathematics.

Audience Approved by the JDRP for seventh to ninth grade students in or near the normal intellectual range.

Description **Project IMPACT combines staff development and curriculum materials for the direct teaching of critical thinking while improving students' basic skills in language arts and mathematics. IMPACT's instructional approach has three essential components: (1) a universe of 22 critical thinking skills; (2) a model lesson format; (3) 10 teaching behaviors that activate student use of critical thinking.**

The training and materials model proven methods for integrating subject-matter content with such thinking skills as Comparing and Contrasting, Classifying, Ordering, Patterning, Identifying relevant and irrelevant information, Cause and Effect relationships, Predicting, and Logical reasoning. Program validation has shown that IMPACT students significantly ($p<.01$) outperform similar students in mathematics applications, reading comprehension, and critical thinking skills after only one semester in the program.

Teachers are trained to easily integrate the three key IMPACT components by using sixty model lessons in either language arts or mathematics. The lessons demonstrate both planning and instructional elements. The lesson design, based on the Hunter model, incorporates the *instructional elements* of Orientation, Direct instruction, Guided-practice, and Closure. The *planning elements* include the identification of thinking skills implicit in the standard curriculum, the prerequisite thinking skills, behavioral objectives, and materials and equipment.

During Level I training, experts demonstrate ten teaching behaviors that encourage and reinforce the thinking skills (e.g. cueing, probing, and reflecting with wait-time). Trainees receive supervised practice for lesson reinforcement and integration.

Requirements **Impact training occurs at two levels.** The project recommends that a district enroll a team of teachers and their site administrators in Level I training, an intensive 18-hour inservice that models the infusion of the IMPACT approach. Level II training, for which Level I is a prerequisite, is invitational. To become a District/Site Coordinator a Level I graduate must have taught 20 IMPACT lessons, filed a plan to implement IMPACT for 1 year, been appointed by the district, and been trained at a Level II seminar.

Costs *Level I* training (18 hours) is $200/person, $500/Team of two teachers and their site administrator plus $35/person for the Training Manual. The *Level II* seminar is invitational, at no cost to any district with 30 or more *Level I* graduates. The IMPACT kit (sold to trainees only) is $150 for language Arts handbook, Mathematics handbook, Universe of Critical Thinking Skills wallchart, HELP kits for student homework, and four filmstrips with audio tapes. Trainees can request price list for separate items. An awareness videotape (16 minutes) is available on loan at no charge.

Services Project IMPACT staff arranges technical assistance and in-district training on a *cost-recovery* basis.

Contact ***S. Lee Winocur, Ph.D., National Director, Project IMPACT; Orange County Department of Education; P.O. Box 9050; Costa Mesa, CA 92628-9050. (714) 966-4375.***

Developmental Funding: JDRP No. 83-17 (3/8/83)

INFORMAL SCIENCE STUDY (ISS)

Audience Approved by JDRP for all students in grades 5-12.

Description ISS supplementary presents physical science mini-units based upon student recall and utilization of popular amusement park rides, sports, and playground experiences in concept acquisition. Experiences are selected for their student appeal and their ability to provide concrete examples of otherwise abstract concepts. Topics covered include motion, acceleration, relativity, forces, gravity, time, graphing, conservation of energy, and frames of reference.

Each of the mini-units is designed around student dialogue, providing an introduction and review/application of physical science and mathematics in low-key, predominantly non-technical, language. Physical science terms are introduced only after instruction as needed. In addition, several of the units provide laboratory experiences using toys (race cars, model rockets etc.) and playground equipment.

With instructional periods from 1-3 weeks, students significantly increase knowledge and comprehension of science concepts, analytic recall of science experiences, and demonstrate significantly increased applications of science concepts to unique situations. Instruments by which students were measured were constructed and validated as part of the curriculum design and evaluation procedures.

Requirements Mini-units may be adopted individually or as a group. Teachers may be trained in four hours.

Costs Costs including training, materials, and equipment are approximately $1.21 per student (n=500), with a recurring cost of .60 per student.

Services Awareness materials are available at no cost. Visitors are welcome to visit the project site by appointment. Project staff are available for awareness meetings (cost to be negotiated).

Contact ***Dr. Howard Jones, University of Houston, Room 348 Farish Hall, Houston, TX 77004, (713) 749-1624 and 749-3584.***

Developmental Funding: National Science Foundation JDRP No. 84-11 (3/30/84)

IPIMS/Reading Center (Individualized Prescriptive Management System for Underachievers in Reading). IPIMS is not a text or a kit, but a model of an organizational structure for implementing a remedial reading center for grades 7-12.

Audience Approved by JDRP for secondary students deficient in reading skills.

Description The Individualized Prescriptive Instructional Management System for Underachievers has a centrally located reading center for grades 7-12. The center is staffed by reading teachers and paraprofessionals as well as student volunteers. Students utilize a wide variety of resources; these materials are color coded into four reading levels. The IPIMS/Reading Center process is as follows:

Students are identified and given a diagnostic reading test. Individual strengths and weaknesses are noted as well as personal interests.

Individual prescriptions are written and implemented.

Student progress is monitored by a criterion-referenced system.

Parents, teachers and students receive periodic progress reports.

As a result of one year of participation in the IPIMS/Reading Center, students in grades 7-12 demonstrated gains significantly above the norms on the Stanford Diagnostic Reading Test. Pre and Post test scores showed that skills grew at a rate of one and one-half years for each year of instruction, a statistically significant rate ($P \leq .001$).

Requirements A one-day training session is required. Additional follow-up is available. Areas covered by the training include: an in-depth orientation to the total program; overview of components selected for the adoption/adaptation by participating districts; discussion of staff roles; the theoretical and applied aspects of the validated program; alternative installation strategies that might be employed by the district; a comprehensive review of the evaluation design; and a systematic review of all resources to be employed during the replication.

Costs Twenty-five Dollars ($25.00) for Training Manual. One needed per reading center. All other costs will vary depending on the number of resources currently available in the district, the size of the center and the number of staff members and the student population to be served. Adopting districts will be responsible for the expenses involved in training (Trainer's travel, hotel, and meals).

Services Awareness materials available at no cost. Visitors are welcome at demonstration site by appointment. Project staff is available for awareness sessions (costs to be negotiated).

Contact ***Sidney Beckwith, Project Director and Georgia A. Crissy, NDN Trainer, Union Springs Central School District, 27 North Cayuga Street, Union Springs, New York 13160 (315) 252-9309.***

Developmental Funding: PSEN Funds, New York State; ESEA Title IV-C JDRP No. 84-9 (3/23/84)

MARINE SCIENCE PROJECT: FOR SEA. Comprehensive, activity-oriented marine science curriculum which teaches basic science skills and knowledge on or away from the coast.

Audience Approved by JDRP for all students, grades 2, 4, 6, 7, 8 and 9-12.

Description Over 70% of planet Earth is covered by water. By the year 2000, three out of four Americans will live within an hour's drive of the sea or Great Lakes coasts. The impact on these coastal waters will be severe. The curriculum materials of FOR SEA are designed to equip students with information necessary to protect and maintain the world of water.

FOR SEA provides activity-oriented, multi-disciplinary marine education materials to be used in addition to or in lieu of an existing science program. Curriculum guides for each of the grade levels contain a conceptual framework; guide to marine aquaria in the classroom; selected bibliography of children's literature of the sea; bibliography of juvenile information books of the sea; teacher background for each activity of text; answer keys and a listing of vocabulary words for each unit; and masters for all student activity and text pages.

The Marine Science Project: FOR SEA is documented effective in teaching basic science skills and knowledge as measured by the CTB McGraw-Hill CTBS Science tests. The magic draw of water provides incentive to teach and learn science. Close proximity to sea water is not necessary to implement this curriculum in the classroom.

Requirements The Marine Science Project: FOR SEA is designed to be implemented in classrooms at a room, grade, school, or district-wide level. Eight hours of inservice training provide implementing classroom teachers with an overview of the project, text implementation procedures, and activities designed to familiarize them with the materials. Project staff provide support during the entire adoption process.

Costs A copy of the appropriate grade-level curriculum guide must be purchased for each implementing classroom teacher at $25 per guide. Student text and activity pages may be purchased from the project or reproduced by the adopting district. Hands-on materials are generally found in the school setting or are readily available at local grocery or variety stores. The start-up costs vary by site. Prepared gear bags are available through the project, tailored to local needs.

Services Awareness brochures and samples of curriculum are available. Project staff are available to attend out-of-state awareness sessions, with negotiable cost-sharing. Inservice training is provided at adopter site, again with cost-sharing negotiable. Follow-up services are provided by the project in appropriate cost-effective ways, including telephone, mail, cassette tape, and visits.

Contact ***Margaret Philbrick, Developer/Demonstrator; Marine Science Center; 17771 Fjord Drive N.E.; Poulsbo, WA 98370. (206) 779-5549.***

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 81-37 (1/28/82)

MICRO/MATH. A mathematics program that applies problem solving and programming skills in a proven instructional curriculum and integrates the computer into the classroom with career units.

Audience Approved by JDRP for students, grades 7, 8 general math, and computer literacy (adaptable for career ed, basic programming and the 6th grade.

Description MICRO/MATH is a mathematics/technology project which integrates three critical needs of mathematics education into a cost effective supplementary curriculum:

1) the need to teach students how to solve problems,
2) the need for students to apply computational skills,
3) the need to be aware of the use of computers and mathematics in jobs.

The curriculum parallels the traditional mathematics classroom program. Students use worksheets with and without microcomputers for 35 to 40 lessons for 1/5 of the math time. The project teaches them:

*to improve problem solving and logical thinking skills: rounding, estimating, processing information from graphs, tables, charts, diagrams, and solving mathematics word problems related to careers.
*to effectively apply computational skills-decimals, fractions, and percentages.
*to apply programming skills to job-related problems.
*to use computers with confidence and skill.

The project does not require restructuring of the school curriculum nor additional personnel. It draws upon many modes of instruction: cooperative, individual, and total class.

An independent evaluation showed that students who spent one-fifth of their math time in the project experienced significantly more growth on the Comprehensive Test of Basic Skills (CTBS) and the MICRO MATH Criterion-Referenced Test (CRT).

Requirements Adopting teachers need project materials and one or two days of training, depending on programming skills. Students need lessons, activities, and access to a computer for about 15 hours during the year. An adoption means adopting the key elements of the program's training, materials, implementation, and evaluation to classroom sites.

Costs A cost of $80 (per classroom) covers the training packet that includes a binder with over 100 worksheets, transparency masters, problem-solving activities, management plan, testing instruments and student workbooks. Training is conducted at the project or adopter site (costs to be negotiated).

Services Awareness materials are available. Visitors are welcome at demonstration sites by appointment. Project staff is available to attend out-of-state awareness and training sessions (costs to be negotiated). Implementation and follow up activities are available for adopter.

Contact ***Judy Brown, Project Director, Education and Technology Foundation; Far West Laboratory, 1855 Folsom Street, Room 544; San Francisco, CA 94103, (415) 626-3070.***

Developmental Funding: JDRP No. 83-31 (3/17/83)

OMBUDSMAN. A school-based semester-long drug education/primary prevention program.

Audience Approved by JDRP for students of all abilities, grades 5-6. This program has been used in other settings with grades 7-8.

Description OMBUDSMAN is a structured course designed to reduce certain psychological and attitudinal states closely related to drug use. OMBUDSMAN does not emphasize information about drugs per se, although some drug topics are included for discussion as part of specific exercises.

The course has three major phases. The first phase focuses on self-awareness and includes a series of exercises permitting students to gain a wider understanding and appreciation of their values as autonomous individuals. The second phase teaches group skills and provides students with an opportunity to develop communication, decision-making, and problem-solving techniques that can be applied in the immediate class situation as well as in other important group contexts such as with family and peers. The third phase is in many ways the most important: the class uses the insights and skills gained during the first two phases to plan and carry out a project within the community or school. During this phase, students have an opportunity to experience the excitement and satisfaction of reaching out to others in a creative and constructive way.

The program must be presented to a given classroom of students for a minimum of two hours per week for a full semester.

Requirements The program can be conducted by classroom teachers or other professional or school personnel. A three-day training session for at least eight professionals is required prior to implementation. Two professionals must teach at least one OMBUDSMAN program per semester. Training takes place at the adoption site or the project site. Eight to 30 participants from one or more school districts can be trained simultaneously.

Costs One OMBUDSMAN teacher's manual must be purchased for each trainee. A supplemental package of related books and filmstrips can be purchased for each school implementing OMBUDSMAN. The cost of this material is approximately $300 per school. Equipment required includes a filmstrip projector, a movie projector, and other normal materials. Daily consultant fee, negotiable. Evaluation service is also available from the Charlotte Drug Education Center. The Student Attitudial Inventory is used to evaluate the OMBUDSMAN program.

Services Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (travel and per diem must be paid). Training is conducted at project site (all expenses must be paid including cost of training materials). Training is also conducted at adopter site (all expenses must be paid including cost of training materials). Follow-up services are available to adopters (all expenses must be paid).

Contact ***Jay Keny, Dissemination Coordinator; Charlotte Drug Education Center; 1416 E. Morehead; Charlotte, NC 28204. (704) 336-3211.***

Developmental Funding: HEW: National Institute on Drug Abuse

JDRP No. 78-194 (6/12/79)
Recertified (1/85)

PHYSICAL MANAGEMENT: Adaptive physical education designed to meet the needs of overweight students.

Audience Approved by the JDRP for overweight students, grades 10-12. The program has been used in other settings with grades 7, 8, and 9.

Description The Physical Management Program was developed to give overweight students grades 10-12, the knowledge and opportunity to interrupt the cycle of obesity and inactivity that prevents a fully healthy and effective lifestyle. More specifically, PM seeks to:

1. Set the stage for positive change by providing structured practice in social skills, assertiveness, and goal setting.
2. Provide practical nutrition education to students by teaching good group selections, portion control, and caloric density of foods.
3. Enable students to evaluate their physical condition and body composition, and to design a conditioning program for themselves based on the principles of exercise prescription.
4. Replace inappropriate eating habits which have led to obesity and poor physical condition.

Enrollees may earn either a required or elective physical education credit for their participation.

Participants (grades 10-12 in the Physical Management Program) have demonstrated significantly greater reductions ($p \leq .05$) in body weight and percentage of body fat, and significantly greater increases in levels of physical fitness (p .05) than comparable nontreatment students (enrolled in standard Physical Education) when assessed by selected fitness and body composition measures.

Requirements Physical Management can be implemented in schools of any size with minimal cost and adaptation. Testing may be as extensive as the materials that are available within the school. The minimum requirements are a balance beam scale, a set of skinfold calipers, a stopwatch, and a personality assessment instrument. All instructional materials and test protocols are included in the program training manual. A program administrator's packet contains the necessary parent/physician consent forms, curriculum guides, a resource bibliography and recordkeeping guidelines.

Costs No new staff or special facilities are required and testing equipment is minimal. Costs for a two-day training session, including materials, is $850 plus travel expenses. Maximum enrollment is 30.

Services An awareness packet and a 15-minute video presentation of an existing program with administrator, parent, and student interviews are available at no cost. Project staff are available to attend awareness meetings (cost negotiable). Implementation and follow-up services are available to adopters at local sites. Visitors are welcome at the project site by appointment.

Contact ***Eileen Solberg, Project Director, Physical Management Project, P.O. Box 891, Billings, MT 59103; (406) 252-4822.***

Developmental Funding: ESEA Title IV-C

JDRP No. 84-3 (3/13/84)

PROJECT READ-WRITE. A program in reading and related language arts that uses writing techniques and prescriptions to improve reading comprehension and vocabulary.

Audience Approved by the JDRP for grades 4-6. This program has also been used in grades 2-3 and 7-12 and in special education, ESL, and content-area classes.

Description Project Read-Write is designed to be consistently applied by the classroom teacher to augment the basic reading program in order to develop vocabulary and promote total comprehension. The program involves the application of prescriptions—specially developed strategies designed to teach one major skill and several ancillary skills simultaneously. Each prescription involves the use of one or more language-manipulation techniques. The prescriptions are structured writing and/or oral activities that can be used with materials already available in the classroom.

The prescriptions encourage students to react holistically to a reading selection and to incorporate within the activities their own ideas, experiences, perceptions, and feelings. The prescriptions cover a wide range of reading objectives, from phonics and structural analysis to inferential, critical and creative, as well as literal comprehension. The prescriptions are arranged within the Project Read-Write Resource and Instructional Manual according to the major objective and level of difficulty.

The program also offers a checklist that can be used in conjunction with formal and informal diagnosis to list and establish a priority ranking of pupil needs on a class, group, and individual basis. This checklist becomes an ongoing record of pupil achievement and accompanies the student as he or she proceeds through the grades.

Requirements Project Read-Write can be adopted within a single school or by an entire district. A variety of adoption patterns can be considered. Teachers and administrators attend a two-day intensive workshop, during which they receive instruction on how to conduct the Read-Write program. Each teacher and administrator must obtain a copy of the PROJECT READ-WRITE RESOURCE AND INSTRUCTIONAL MANUAL. Adopters agree to evaluate the impact of the Read-Write program and furnish a copy of the evaluation report to the project.

Costs Adopter assumes (or shares with NDN Facilitator) the costs of releasing teachers and administrators for training workshops. Adopter assumes (or shares with NDN Facilitator) per diem, travel, and lodging costs for project staff if a training or awareness presentation is given out of state. Resource and Instructional manual: $20 per copy.

Services Awareness materials are available free. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (adopter pays only its own costs) and at adopter site (costs to be negotiated). Follow-up consultations and visits are available. Visitors are welcome at project site by appointment.

Contact ***Frederick McCarthy, Director; Board of Education; 2 Cedar Street; Newark, NJ 07102. (201) 242-2451.***

Developmental Funding: USOE ESEA Titles III and IV-C. JDRP No. 80-30 (11/25/80).

READING AND CONTENT-AREA RESOURCE CENTER (ReCaRe). A secondary developmental reading and study skills program designed to "recare" about the reading and study skills of all ability students.

Audience Approved by JDRP for students, grades 10-12, with reading skills ranging from upper elementary to college.

Description ReCaRe is a secondary reading and study skills program which serves the reading and study skill needs of all ability students. It is not a remedial program. The instructional program is a one-semester course based on an individual educational plan that provides for group instruction one day a week and individualized instruction during the remaining four days. Students in the program rotate through four skill areas—reading comprehension, vocabulary, reading rate, and study skills. Based on the results of diagnostic tests and a student statement of need, an individual educational plan is developed for each student. Students are responsible for developing a more extended vocabulary, increasing reading rate, completing appropriate study skills units, and developing comprehension skill. Students are assigned materials relevant to their needs and interests at appropriate reading levels, thereby providing maximum opportunity for success. Throughout the semester, students record and evaluate their work daily and are evaluated by the teacher each week both orally and by a point system. At the end of the term, students are posttested using the Stanford Diagnostic Reading Test and other instruments. The main objective is to help all students become efficient, independent learners prior to leaving the secondary school.

ReCaRe's study skills units include time managment, SQ3R study method, notetaking skills, test taking skills, library and research skills, and a summary unit which integrates all of the study skills which students have practiced in the semester course.

Requirements This program can be implemented and conducted by existing staff, specifically one classroom teacher, preferable reading or English and an instructional aide. Since ReCaRe is a semester course, some scheduling revisions may be necessary. Personnel must complete two days of initial training either at the original ReCaRe site or at the adoption site.

Costs Cost per child based on 300 students is $25.66; recurring costs are $1.17. A wide variety of commercially available and project produced study skill and management materials are used by students. Teacher costs include a copy of the replication training manual, a 700 page notebook which includes all the project produced study skills and management materials.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at the project site. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at the project site or at the adopter site (cost to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Patricia S. Olson, Project Director; ReCaRe Center; Henry Sibley High School; 1897 Delaware Avenue; West St. Paul, MN 55118. (612) 681- 2376.***

Developmental Funding: USEO ESEA Title IV-C

JDRP No. 82-22R (2/25/83)

READING EDUCATION ACCOUNTABILITY DESIGN: SECONDARY (READ:S)

Audience Approved for students, grades 7-12.

Description Through the use of teacher-developed instructional modules and/or computer-assisted lesson designs, this program emphasizes student mastery of a hierarchy of 60, adult-level reading skills. Project READ:S teachers instruct/reinforce essential reading skills on a daily basis by delivering the content of their subject matter courses in the formats of Project READ:S lesson-design modules. The program integrates four components: instructional, which emphasizes direct skills instruction by language arts/English teachers; reinforcement, which provides for mastery of the priority reading skills in all content-areas; in-service, which focuses on both the content and processes of instructional delivery; and, a computer-assisted component for schools utilizing computer technology in management and instruction.

Teachers receive a minimum of three days of in-service training in the construction, application, and evaluation of teaching/learning modules. Using the results of a criterion-referenced test, teachers are able to determine individual reading skill proficiencies and/or deficiencies. The language arts teacher then structures his/her curriculum for instruction. In addition, content-area teachers use the test's scope and sequence to construct teaching/learning modules in vocabulary, comprehension, and study skills. Students are required to successfully complete a minimum of one vocabulary, one comprehension, and one study skills module in each unit of instruction. It is the cumulative effect of using reading skills in each academic discipline that is the thrust of this program.

Coeur d'Alene's eighth grade reading achievement test scores jumped from the 48th percentile to the 80th percentile in a three year period of using Project READ:S.

Requirements A three day preadoption in-service workshop is necessary. Project aides are helpful but not essential for replication of this project.

Costs Cost for replicating Project READ:S will vary according to the location of the adopting site, the number of personnel to be trained, and the number of students to be served. Three days of trainer's time, plus travel and per diem. Training manual, $25. Optional computer packages are $75 per set. The complete computer component is $140.

Services Awareness materials are available at no cost. Visitors are welcome at the project site. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays own costs). Training is conducted out of state (exemplary project staff costs must be paid). Project staff can attend out-of-state conferences (expenses must be paid).

Contact ***Mrs. Lynn Dennis, Project Director; Coeur d'Alene School District No. 271, 311 N. 10th Street, Coeur d'Alene, Idaho 83814. (208) 664-8241.***

Developmental Funding: JDRP No. 83-4 (2/25/83)

STAMM: Systematic Teaching and Measuring Mathematics. A complete mathematics curriculum that provides continuous progress in mathematics for students in grades 2 through 8.

Audience Approved by JDRP for students of all abilities, grades 2-8. The program has also been used in other settings grades K-1 and 9-12 (Algebra I-Trigonometry).

Description The major objective of the program is to provide continuous progress in mathematics for the entire school experience of all students.

The STAMM program represents a complete system that can be adopted or adapted by other districts. A framework of objectives and assessment by criterion-referenced tests are basic to STAMM. Careful monitoring of student progress, measurement of mathematics competencies, and alternative courses are featured. The program may be used successfully in many different classroom situations, including small-group instruction, large-group instruction, individualized instruction, team teaching, and math labs. Resource material is provided for each objective; textbooks, manipulative materials, and teacher-made resources may be incorporated as well. Since STAMM is based on continuous progress, it is important for a school using STAMM to keep complete records on each student and to test each student's progress frequently. This enables a teacher, in the fall, to continue a student from where he/she left off in the spring. A teacher with one grade level of students may need to be familiar with more than one level of the program to accommodate continuous progress.

The basic skills continuum for grades 2-8 is covered in levels A, B, C, D, E, F, GE, G, and H. Special materials are packaged for Chapter I (formerly Title I), gifted/talented, and special education. Related Vocational Math workbooks for the areas of Electronics, Electro-mechanics, Construction, Food Service, Auto Mechanics, Metals, Health Occupations and Auto Body courses are available. LOGO software for selected geometry objectives in grades 4-6 are now available for teachers who wish to utilize computers in instruction.

Over 70% of the students tested (grades 2, 3, 5, 6, 7 and 8) scored above the national norm on the Comprehensive Test of Basic Skills. This achievement has been consistent from 1973 through 1984. Prior to implementation, roughly half the students scored above the national norm.

Requirements STAMM guides, tests, and workbooks may be used by a single teacher or an entire school system. The more levels involved in implementation, the greater the gains from the continuous-progress aspect of STAMM. A two-day training session prior to implementation is recommended. Weekly or monthly meetings are recommended for the local staff. STAMM does not dictate teaching style and may be used in any classroom setting. Textbooks may be used as an integral part of the program, but experience advises that they be supplemented with teacher-made or STAMM resource materials.

Costs STAMM teachers' manuals, $20 each. Each teacher needs one manual for each level or course taught. Test books and workbooks: $3.25 each for single copies, $3 each for 11-100 copies, and $2.75 each for 101-250 copies, $2.25 each for 251-500 copies, and $2 each for more than 500 copies.

Services Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Project staff are available to attend out-of-state awareness meetings (travel and per diem must be paid). Training conducted at project site on request. Training is primarily available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Sherry Stumbaugh, STAMM Project Director; Jefferson County Schools; 1005 Wadsworth Boulevard; Lakewood, CO 80215. (303) 231-2381.***

Developmental Funding: USOE ESEA Title III

JDRP No. 76-87 (6/23/76)
Recertified (12/84)

STUDENT TEAM LEARNING. A set of instructional techniques placing students in four- or five-member heterogeneous learning teams to master basic skills.

Audience Approved by JDRP for students grades 3-12.

Description Student Team Learning (STL) consists of three major techniques: Student Teams-Achievement Divisions (STAD), Teams-Games-Tournament (TGT), and Jigsaw. All three require students to work in learning teams that are heterogeneous in terms of sex, race, and past performance. In STAD, students study worksheets in their teams following a teacher presentation. Then they take quizzes individually to demonstrate how much they have learned. The student's quiz scores are summed to form a team score, which later is printed in a weekly newsletter. TGT is similar to STAD, except that students display their learning by playing academic games instead of taking quizzes. In Jigsaw, students become "experts" on topics relating to narrative material they have read and teach these topics to their teammates. STL is the umbrella term for these three programs. STAD is approved for language arts and TGT for language arts and math, and the STL program as a whole is approved for intergroup relations.

Student Team Learning can be used with the teacher's manual and teacher-made curriculum materials alone. Inexpensive materials in mathematics, language arts, and nutrition are available (see below). The techniques are very practical. They are in use in hundreds of schools across the U.S.

The effects of Student Team Learning on intergroup relations are strong and consistent, because the team goal and team interactions allow students to view one another positively. There is no specific mention of race or ethnicity in the program. Because the program is inexpensive, takes no more class or teacher time than traditional methods, and increases achievement as well as improving intergroup relations, it can be used as a regular part of class instruction in any subject.

Requirements Individual teachers can implement TGT through use of teacher's manual and construction of own worksheets and games. For school or district implementation, there should be general awareness training followed by workshop training (two days). If TGT's published curriculum materials are used, no teacher development of materials is required.

Costs Basic starter kit for use with teacher-made worksheets and games is available for $5. Objectives-based curriculum materials (worksheets and game sheets) available for reproduction: Language arts, grades 3-8, 100 objectives, $40; 20 usage objectives, $20. Mathematics, grades 3-8, 20 basic objectives per grade level, $20 per grade level.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites out of state. Project staff are available to attend out-of-state awareness meetings, and/or training at the adopter site. The cost for this service is $250 per day plus expenses. Training is conducted at the project site at a cost of $50 per person per day. Implementation and follow-up services are available to adopters ($250/day).

Contact ***Barbara A. Bennett, Dissemination Coordinator; Center for Social Organization of Schools; 3505 N. Charles St.; Baltimore, MD 21218. (301) 338-8249.***

Developmental Funding: NIE

JDRP No. 75-81 (75), 78-199a (79)
79-12 (4/17/79)

SUCCESS UNDERSTANDING MATHEMATICS (SUM) formerly Title I Compensatory Mathematics Program. A comprehensive mathematics program which uses concrete objects and questioning techniques to develop understanding.

Audience Approved by JDRP for grades 2-6. The program also has components in use with grade 1.

Description The program was designed to increase the level of mathematics achievement of children who were achieving below the level expected. The project materials and teaching techniques are appropriate, however, with students of all ability levels. Direct instruction is emphasized to facilitate student interaction in their development of concepts. Teaching strategies described in project manuals are based on Jean Piaget's research about the way children learn mathematics, specifically elementary school children's difficulty with abstract thought and their consequent need for concrete materials. Teachers guide students to develop mathematics concepts as students move objects to solve problems. Computational algorithms are developed through objects to solve problems. Drill follows but does not precede understanding.

Some unique characteristics of Success Understanding Mathematics include: (1) Program materials can be used with any commercial text. (2) Planning for instruction is matched to student needs. (3) Objectives for mathematical skills include a problem-solving strand. (4) Criterion-referenced tests for the objectives and recordkeeping materials are available. (5) Parent involvement and an on-going inservice program provide support for teachers.

Chapter 1 students have made proven advances measured by the mathematics batteries of the Metropolitan Achievement Test and the Iowa Test of Basic Skills. Mean Annual gains scores have ranged from 6.6 NCE's (Normal Curve Equivalency) to 13.0 NCE's.

Requirements The program may be implemented by a teacher, school, supplementary program, or an entire district. Adopters will be invited to visit a demonstration site, to name a local project coordinator/contact person, to provide release time for teachers and administrators to participate in 2 days of pre-service training, to ensure that the key elements including the teaching strategies and on-going inservice will be implemented, to evaluate student achievement, and to provide information about the adoption.

Costs Costs per adopting teacher include $41.50 for initial purchase of project publications and $285 for the non-recurring purchase of commercial teaching supplies, many of which may already be available in the adopting district. Funds to purchase norm-referenced tests and release time for teachers to attend inservice meetings should also be budgeted.

Services Awareness materials are available at no cost. Project publications are furnished to adopters at no cost. Visitors are welcome anytime by appointment at the project site. Project staff are available to attend awareness meetings. Training is available at project site or adopter site. (Costs to be negotiated.) Two days pre-service training is required. Two days implementation training scheduled two to four months later and a one day on-site follow-up visit at year end are strongly recommended. (Costs to be negotiated.)

Contact ***Kathleen Bullington, Project Director; Success Understanding Mathematics, Des Moines Public Schools; Rm 113, 2430 East University, Des Moines, IA 50317. (515) 265-4554.***

Developmental Funding: USOE ESEA Title I

JDRP No. 80-55 (2/11/81)

TALK: Teaching Activities for Language Knowledge. A program improving expressive and receptive vocabulary skills and language, grades K-3. TALK encourages the use of positive reinforcement, active participation, creative thought and fun in learning.

Audience Approved by JDRP for elementary students grades K-3 scoring at the 50th percentile or below on a standardized reading test.

Description A language specialist teaches 30-minute oral language lessons twice each week in K-3 classrooms. The participating classroom teacher remains in the classroom during lessons demonstrated by the language specialist, teaches weekly follow-up oral language lessons assigned by the language specialist from the TALK lesson manual, and completes a brief evaluation of the TALK lessons conducted. A TALK lesson manual includes lessons in listening skills, grammatical skills, describing and defining, personal and social awareness, choral speaking, story-telling, creative dramatics and puppets, and speaking and hearing science.

TALK students have shown gains of 30% to 80% on standardized tests for receptive and expressive language. These highly significant gains have been obtained at all grade levels.

Requirements The adopting district provides a speech and language clinician or teacher with a background in language development or reading, one hour per week for each classroom receiving TALK. The TALK program can be adopted by one language specialist and two classroom teachers in a school district. After language specialists and classroom teachers have been trained in the program, they can train other personnel in the local district. TALK staff assist adopting district in evaluating the effectiveness of the program as it is implemented.

Costs Each language specialist and classroom teacher must have a copy of the TALK instructional manual, $45. A TALK training manual, $10 is suggested for each school district. TALK staff and Certified Trainers are available for trainings. Costs for these sessions are negotiable.

Services Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). One-day training sessions are conducted at project site or adopter site (costs to be negotiated). Implementation and follow-up services are vailable to adopters (costs to be negotiated).

Contact ***Stephanie Hendee, Project Director; Muldoon Center; Rockford School District #205; 121 S. Stanley St.; Rockford, IL 61102. (815) 964-7019.***

Developmental Funding: USOE ESEA Title III

JDRP No. 78-189 (7/11/79)
Recertified (1/85)

VRP: Reading Power in the Content Areas (Vocational Reading Power). A staff develop- ment inservice project designed to assist content area teachers to assist student acquisition of content knowledge by the use of applicable reading skills.

Audience Approved for vocational students grade 10. This program has also been used in other settings at the postsecondary level and in junior and senior high nonvocational programs.

Description VRP is a staff development program designed to make content-area teachers aware of the gap between student reading abilities, requirements and printed instructional materials. The goals of the project are: to assist content area teachers analyze print requirements and student abilities in relation to the teaching of reading within the teaching of content: to provide content area teachers with information and practice in the use of practical teaching techniques to meet the needs of the first objective; and to increase student learning of content.

The program consists of interrelated components. Student assessment component trains teachers to use formal and informal tests and inventories to assess the reading abilities of their students. Materials assessment provides teachers with the knowledge and tools, both manually and by computer, to analyze the reading levels of printed instructional materials, to apply this knowledge when selecting texts, and to modify and im- prove use of the print materials to fit students' reading abilities. The vocabulary development, comprehen- sion, and study skills components focus on practical activities that teachers can incorporate into the total cur- riculum. The ongoing in-service component provides basic strategies and procedures through fifteen "Read- ing in the Content Area" Modules and additional resource materials. Thirty-two occupationally specific key word glossaries are available for students.

The project has proven to be effective in raising content teachers' consciousness reagarding the reading re- quirements of course material. Students have shown gains in general reading skills as well as in content acqu- isition when teachers incorporate reading strategies into content teaching activities. The project is effective for all students, but, particularly, for those reading below grade level.

Requirements A minimum of one staff person with a background in curriculum development and/or re- ading acts as part-time director/coordinator. Involvement of administrators, content-area instructors, and reading consultants (if available) is required. Once the district completes a training and implementation plan, the D/D provides a training workshop lasting one to three days, depending upon the needs of the adopting district. Staff development time should be provided. Computer resources should be available.

Costs No new equipment or staff are required. Cost of optional individual Key Word Glossaries varies. Adopters of this component may purchase glossaries for each student for classroom reference. Cost of in- dividual Reading in the Content Area Modules varies; entire set of 15, with supplementary texts, under $400. Adopters of this componenet typically purchase a minimum of five modules and a maximum of one complete set. Training manual: Currently $15 each, on per participant required. (Prices subject to change.)

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites. Project staff are available to attend awareness meetings (costs to be negotiated). Training is conducted at adopter site (all expenses must be paid, including travel and trainer fee). Implementation and follow-up services are available to adopter (costs to be negotiated).

Contact ***Carol Burgess; The EXCHANGE; 110 Pattee Hall, University of Minnesota; Minneapolis, Minnesota 55455. (612) 624-0067 or 0584.***

Developmental Funding: USOE ESEA Title III JDRP No. 85-9 (3/15/85) Recertified (3/85)

PROJECT WR.I.T.&E.: Writing is Thorough and Efficient

Audience Approved by JDRP for grades K-12.

Description Project WR.I.T.&E. is a K-12 writing program designed to improve students' writing competency and fluency in composing by using a process approach to writing that is developmentally tailored to students' needs.

Based upon the results of 3 experimental studies across different grade levels (3, 4, 5, 7 and 11), students receiving instruction with the Project WR.I.T.&E. curriculum significantly outperform ($p < .01$) comparable control group students in writing ability, as measured by the Holistic Writing Assessment Procedure.

Requirements Adopters must attend staff development activities directed by Project WR.I.T.&E. staff, at which time a system for ongoing monitoring and support activites will be provided. Additional staff are not necessary for replicating the project, but staff retraining is necessary. The Project offers a 3-day workshop designed to prepare teachers for using Project teaching techniques. Teachers planning to implement Project WR.I.T.&E. should attend the workshop in the summer or school year prior to implementation.

Costs Program costs include training workshops, teacher curriculum guides, holistic evaluation student composition books, quarterly student publications and annual young author's conference. Initial installation cost per student (N=600) is $15.25 with a recurring installation cost per student of $7.18 with a recurring cost after year three of $1.60.

Services Project staff is available to conduct workshops as well as awareness sessions either at the Project site or elsewhere. Visitors are welcome to visit the Project by appointment. Project staff is also available to provide technical assistance in conducting a writing needs assessment and in holistic scoring of writing samples.

Contact ***Mr. Walter J. Vail, Project Director; or Ms. Patricia A Rubin, Project Director; Project WR.I.T.&E.; Glassboro Board of Education; North Delsea Drive, Glassboro, New Jersey 08028. (609) 881-2290.***

Developmental Funding: ESEA Title IV-C

JDRP No. 84-12 3/26/84

Section B
Special Programs

BASIC LITERACY THROUGH MICROCOMPUTERS (Keyboard, Reading, and Spelling Skills). A program teaching students to use a microcomputer keyboard in the process of learning to type, read, and spell. Mastery is built into the program.

Audience Approved by JDRP for students grade one and grade three. Supporting data also were gathered from students in grades 2-8.

Description Basic Literacy Through Microcomputers is an instructional program that enhances reading achievement and keyboard skills. The Program uses a phonetic approach to reading, with the microcomputer (or electric typewriter) being an essential component of the instructional process. The computer does not replace the teacher in instructing, but rather provides opportunities for students to master skills through reinforced practice.

Students in grade 1, using the typewriter version of the program, demonstrate reading achievement scores, as measured by the CAT, that are higher than scores of students in a true control group, at a statistically significant level ($p < .01$).

Students in grade 3, using the microcomputer version of the program, demonstrate reading comprehension and speed-and-accuracy scores, as measured by the Gates-MacGinitie Reading Tests, that are higher than scores of students in a non-equivalent control group, at a statistically significant level (p .01). Typewriting and computer usage skills were also statistically significant for the experimental group when compared to the control group. Visual and auditory memory skills improved significantly.

The program works whether one or more computers are available to a class or whether there is a computer lab in the school. Although the teacher teaches some skills, students are independent as they work at the computer.

Requirements A one- or two-day preparatory inservice education program conducted by a Reid Foundation staff person is desirable. The program includes lecture and practice sessions. It would be advantageous to the trainees to have an Apple IIe or IIc computer(s) available. It is desired that data from pre and posttests are sent to the Developer-Demonstrator.

Costs At initial awareness sessions, time is provided without cost, and expenses are negotiated. For the inservice education program, time will be provided without cost, but expenses should be shared. The computer program and materials and a set of four disks sell for $198. Additional back up disks (in sets of four) can be purchased for $60. Teacher texts including Teaching Letter Names and Sounds, Teaching New Words Through Phonics, and Eliciting Responses and Teaching Proofing Skills Through Dictation cost $20. Typing and computer tests are included in the program materials.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional sites in other states. Project staff are available to attend out-of-state awareness meetings. Training can be done at project site or at adopter sites. Awareness videotape is available for rental.

Contact ***Dr. Ethna R. Reid; 3310 South 2700 East, Salt Lake City, Utah 84109; (801) 486-5083.***

Developmental Funding: Local

JDRP No. 84-14 (3/26/84)

PROJECT CAP: Boston Mountains Educational Cooperative's Career Awareness Program. A program for infusing career awareness into the regular elementary curriculum, emphasizing the relationship between careers and basic academic skills.

Audience Approved by JDRP for students of all abilities, grades 1-8; kindergarten and ninth grade programs are available.

Description Career awareness becomes an integral part of pupils' grades K-9 through the use of learning activity packets. For each grade level, there are 32 different packets representing 30 occupations. Each packet includes a career story incorporating the concepts of work as a way of life; the tasks performed; the tools, training, education, and personal traits needed; and the general earnings to be expected. Pupils are provided the opportunity to exercise individual preferences, to use problem-solving skills, to be creative, and to develop decision-making skills. Each packet also includes an academic skill that is in the regular classroom curriculum and closely relates to the career studied. The worker's need for this skill, teaching facts or information, and practice activities for developing or improving that skill are provided in each packet. A posttest (review) covering the career concepts completes the packet. Care has been taken to show students that school subjects are important and related to the world of work.

The packets are designed to be completed in 15-30 minutes. They may be used to introduce, review, or reinforce their companion academic skills at the appropriate times.

Key Elements: teachers and administrators have received inservice training in infusing Project CAP into the classroom; sufficient materials have been provided for all participating teachers and pupils; pretest is administered (posttest planned for); teachers are using materials in accordance with plans made at training workshops.

The original data submitted demonstrated that the treatment schools out-performed the control school by a large margin. At every grade level, group differences were highly significant. The recertification data indicates equal or greater improvement in effectiveness.

Requirements Training for teachers and project administrators in the adopting districts is provided by Project CAP staff during a four or five hour workshop. Further inservice visits are possible if requested. Experience has shown that administrator and teacher support results in a strong program.

Costs A set of 32 learning activity packets (25 copies of each) for a single grade level, $105. Teacher's manual, $5. Principal's or coordinator's manual, $3. These materials are available only to adopting schools.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state. Project staff are available for out-of-state awareness meetings (costs to be negotiated). Training is conducted only at adopter site (trainer travel and per diem must be paid). Follow-up services are available to adopters (costs to be negotiated).

Contact ***Jeanne Leffler, Director, or Dorthea King, Assistant Director, Box 13; Greenland, AR 72737. (501) 443-3336.***

CAREERWAYS: A multimedia career education program designed to increase students' knowledge about the world of work and reduce the negative effects of stereotyping of course selection and career choices.

Audience Approved by JDRP for students of all abilities in grades 7 and 10.

Description CAREERWAYS is designed to assist students in identifying and overcoming obstacles based on sex-role and other kinds of stereotyping and to encourage students to begin their career preparation by enrolling in school courses related to their career aspirations. The program consists of 12 thirty-minute televison programs, 12 fifteen-minute sound filmstrips, 24 display-sized study prints, and a teacher's guide. The television programs present examples and effects of stereotyping and emphasize the importance of making career decisions on the basis of interests, abilities, and values. They feature 32 on-the-job interviews with men and women who have been successful in careers considered nontraditional for members of their sex and/or ethnic group. These role models discuss the characteristics of their jobs and the interests, preparation, and abilities that have led to their successes in nine career cluster areas—the Arts, Agriculture, Athletics and Recreation, Business and Office, Health Care, Industry, Science and Engineering, Services, and Transportation. The sound filmstrips parallel the television programs. The teacher's guide contains an outline of each program and offers specific suggestions to motivate students' interest. Follow-up activities include self-assessment of interests, simulations of jobs, and basic skills practice in career contexts. The CAREERWAYS project has received validation as a California State Department of Education, "Exemplary/Incentive Dissemination Program". As a result of their experiences with CAREERWAYS, 7th and 10th grade students gained more on the Career Knowledge Survey than their control counterparts. Project students also demonstrated increased freedom from sex-role stereotyping, as measured by the Career Attitude Survey. Additionally, 88 percent of both treatment males and females enrolled in elective career-related higher mathematics courses and were able to more clearly identify career goals, as compared to 38 percent on the control group; while general district data reveals that only 8 percent of its male and female students were enrolled in career-realted higher mathematics courses, effectively limiting many of their future career opportunities.

RequirementsThe program can be implemented as a self-contained career unit at one grade level by one or more teachers following the teacher's guide, or as a school-wide career program tracked into several subject fields. A one-day training workshop is strongly recommended.

Costs Adopters may choose one of three packages to implement the program. Package 1 ($250) includes 12 filmstrips, 24 study prints, and 1 teacher's guide. Package 2 ($750) includes 12 video cassettes, 24 study prints, and 1 teacher's guide. Package 3 ($1,000) includes 12 filmstrips, 12 video cassettes, 24 study prints, and 1 teachers guide. Additional teacher's guides and study prints may be purchased separately. Training requires one-day released plus trainer's travel expenses and per diem.

Services Awareness materials are available at no cost. Arrangements can be made for visits to demonstration sites. Consultations, training, and follow-up services are available at the expense of the requesting institution.

Contact ***Dr. Ruth Rich, Project Director, Los Angeles U.S.D., Office of Instruction, 450 North Grand Ave., Los Angeles, CA 90012 (213) 625-6411; Sharon Seib, Project Disseminator, Los Angeles U.S.D., 1320 West Third Street, Rm 54, Los Angeles, CA 90017, (213) 625-6429.***

Developmental Funding: Developed under ESEA, Title IV

CERES: CAREER EDUCATION RESPONSIVE TO EVERY STUDENT. A career education program in which students practice their basic skills as they develop attitudes and decision-making skills in a world-of-work mode.

Audience Approved by JDRP for all students grades K-12.

Description CERES is a comprehensive career education infusion program for grades K-12. The program purpose is to provide students with the basic academic and employability skills necessary for competent, productive performance both in school and after leaving school. The program is tailored to the developmental ages of students at the different grade levels. The objectives are that students will: 1) identify and practice responsible work habits 2) acquire knowledge of diverse occupations (training preparation and job duties) and 4) apply basic skills to career decisions and actions (job seeking and job-retention).

CERES enhances instructional time and makes education more efficient. CERES prepares students for the employment trend of the future. CERES is easy to use. The materials are self-contained and do not require extensive supplementary resources. They are flexible and may be used by any teacher, with students of various abilities, and at various levels ranging from an individual classroom or school to district-wide use.

CERES includes systematic, institutional management procedures to enhance and strengthen the involvement of local business and community groups.

RequirementsThe project's activities are easily transportable since they can be implemented without disrupting existing programs. The program can be adopted by individual teachers and/or schools. Two days of staff training are advisable.

Costs Program instructional, management, and evaluation materials are available at cost. Release time is required for training. Installation costs for full district adoption (5,000 students) is estimated at $6,750 or $1.35 per student.

Services Awareness materials are available at no cost. Visitors are welcome on scheduled days. Limited staff for out-of-state awareness, training, and follow-up sessions. All costs to be reimbursed.

Contact ***Dr. M. Robert Adkison, Superintendent; Virginia H. Lish, Ceres School District; 2503 Lawrence Ave., Ceres, CA 95307. (209) 538-0148.***

Developmental Funding: USOE Career Education

JDRP No. 78-182R (4/26/83)

COMPUTER-ASSISTED-DIAGNOSTIC-PRESCRIPTIVE PROGRAM (CADPP) in Reading and Mathematics. A computer-managed program, utilized to generate personalized educational plans (prescriptions) for a diagnostic/prescriptive approach in Reading and Mathematics instruction.

Audience Approved by JDRP as a reading program for grades 3-9 and as a Mathematics program for grades 3-7.

Description The CADPP is a data-based management system which allows a user to load: 1) learning characteristics of individual students, to include age, instructional level and identified learning modality, if applicable; and 2) skill-oriented characteristics of available instructional materials, to include readability level, interest level, and modality utilized, into a computerized filing/retrieval system. Once these files are loaded, the CADPP cross-references these files to match similar student characteristics to material characteristics, and produces customized prescriptions (personalized educational plans) for each participating student, based upon the reinforcement skills requested by the instructor.

In addition to generating prescriptions, the CADPP tracks an individual child's yearly activities and can produce cumulative reports for: skills instructed and skills mastered, with date of mastery; and total listings of all instructional materials utilized during the year, or a designated period of time.

Program effectiveness is documented by a month and a half gain per month of instruction, utilizing the SRA Achievement Series, the California Achievement Test, and the CADPP CRT Series. Sustained gains studies support retention of gains.

Requirements CADPP can be adopted by a single classroom, school, district, or consortium. Adopters must have access to one of the following computers; Commodore Pet or 64; Apple II plus or IIe; Franklin; and/or TRS 80 Model III or IV. In addition, the program requires 2 disk drives and a printer for operation.

Costs A fee of $500 is charged for the CADPP software, which can be copied within the adopting district. Members of consortiums pay a $50 user's fee, and $500 is charged to the consortium. Updates and revisions are forwarded at no extra charge, and consultation from CADPP programs and/or administration is included in this cost. The CADPP Criterion-Referenced Tests (optional material) are available at $3 a booklet; CADPP Formative Test Manuals (optional material) are available for $10 a manual. Training manuals are $10 each.

Services Awareness materials are available at no cost. Visitors are welcome at project site by appointment. Demonstration sites are also available for visitation by appointment. Project staff and certified trainers are available to attend out-of-state awareness meetings; conduct training either at adopter site, or developer/demonstration sites; and to provide follow-up services at adoption site and/or through written correspondence and telephone consultation. Costs are negotiated for services that require travel for CADPP staff.

Contact ***Debra J. Glowinski, Federal Programs Director; Office of Federal Programs, Buckingham County Schools; P.O. Box 292; Dillwyn, VA 23936. (804) 969-3111 or (804) 969-3112.***

Developmental Funding: USOE ESEA Title I

JDRP No. 79-15 (6/12/79)
Recertified (12/84)

COMPUTER LITERACY PROJECT. A course of study designed to give all students a working knowledge of computing.

Audience Approved by JDRP for grade 9. This program has also been implemented successfully in other grade levels.

Description The concept of the Computer Literacy Project is based upon the premise that being "Computer Literate" has become a basic skill. Simply stated, this concept is: to give students a basic understanding and minimal working knowledge of most aspects of computers. The concept is essentially the same that schools strive for in basic required courses in science or math; that is, a basic working knowledge of the subject. The terms "science literacy" and "math literacy" could be aptly applied.

The course is organized in such a way as to meet the goals set forth by the concept of developing a minimal level of competency, or literacy.

Computer History—A knowledge of the men, machines, ideas, advantages and disadvantages of past and present computers. The Computing Process—A knowledge of the different means of inputting information, what the computer does with this information and the means of outputting the information. Arithmetic Hierarchy—A knowledge of the correct form of solving an arithmetic equation. Variables and Constants—A knowledge of how the computer stores data and how it labels the storage locations in which the data is placed. Flow charting—A knowledge of flow charting symbols and the logical steps to writing a program. Basic Language—A knowledge of how to write a computer program and use the correct syntax, and how to correct a computer program if it has a mistake. Computer Vocabulary—A knowledge of the words and slang words used to describe and discuss computers. Writing Programs—The ability to apply all of the information which has been learned.

Requirements Provide enough hardware to have one computer for approximately every two students who will be enrolled in a given class at a given time. Have a person to teach the course who is already computer literate. Provide release time and expenses for a one-half day training session for the teacher.

Costs If the school does not already own enough hardware to provide one computer for approximately every two students, funds will need to be allocated to purchase whatever brand the school prefers; approximately $25.00 dollars for printed materials; the cost of participating in a training session. This is only to cover the expenses of the trainer and will vary depending on the location and number of persons being trained.

Services An NDN funded Developer Demonstrator Project. An NDN Lighthouse Project. Awareness materials are available at no cost. Visitors are welcome at project site any time by appointment. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is also available at adopter sites (costs to be negotiated).

Contact ***David Woolly, Project Director; Computer Literacy Project; Alma Public Schools; P.O. Box 1018; Alma, AR 72921. (501) 632-4791.***

Developmental Funding: Title IV-C and Local

JDRP No. 83-38 (3/29/83)

COMPUTER UTILIZATION IN EDUCATION (CUE). A remedial reading and mathematics program utilizing microcomputers.

Audience Approved for educationally disadvantaged students in grades 3-8.

Description The overall goal of Project CUE is to increase achievement in reading and mathematics through use of the micro-computer as an integral part of the instructional and management processes, coordinating classroom instruction with Title I supplemental services. CUE is a sequentially organized, criterion-referenced reading and mathematics curriculum which can be adapted to incorporate both a state syllabus and local curriculum objectives. Criterion-referenced objectives are correlated with the skills continuum of commercially developed, computer-assisted, instructional programs and other commercial materials. The CUE curriculum includes assessment techniques which may be utilized for the purposes of student diagnosis, placement, and instructional management. The program is designated for a laboratory setting but may be used as an in-class program. Students are scheduled for five 30-minute sessions of remedial instruction per week. Time on the computer will vary depending upon student remedial area(s) and instructional needs. A student is scheduled to use the computer daily for approximately 15 minutes per session, 75 minutes weekly. The student spends remaining instructional time on reinforcement activities or on alternate, related instructional materials. One microcomputer can service 24 target students, based on a six hour day. Planning time is provided for the laboratory staff on a daily basis. Teachers, administrators, support staff, and CUE staff utilize the laboratory to access student records (criterion-test results and computer-managed instruction test results) to monitor and access student progress. These records can be viewed on a terminal or produced as a printout. Keeping the equipment in a laboratory setting allows flexibility in teacher-student scheduling and permits additional classroom coordination in the use and development of microcomputer instructional materials which correlates to the project-developed reading, mathematics, and computer awareness curricula. Using the Iowa Test of Basic Skills (Reading Comprehension and Total Math), gains of project students exceeded the expected gains based on comparisons with the norming sample. The percentage of students scoring below the 34.4 NCE on the Reading Comprehension subtest declines from year to year; 20% of the students achieve a posttest score at or above the 41.9 NCE and no longer need program intervention.

Requirements Project CUE may be implemented at the school or district level. Supervisory personnel, a certified reading teacher and a paraprofessional should participate in training activities. Attendance in a one or two-day workshop is essential to understand the CUE process, determine curricula needs, and gain in microcomputer skills. After program implementation, follow-up visits are made by demonstration staff.

Costs Installation costs vary greatly regarding equipment needs, commercial software purchased, and to what degree of implementation a district desires. As the number of students in the program increases, the cost decreases proportionately. One set of training manuals, materials, and on-site training is provided by the Project; adopters pay own travel and lodging expesnses.

Services Visitors are welcomed by appointment. Awareness materials are available at no cost. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is provided at project site (adopter pays its own costs). Training is also conducted at adopter site (costs to be negotiated).

Contact ***Carol Heiselman/Director, Christine Gilbert/Demonstrator; Project CUE; Central Square Central School District; Central Square Central School District; Main Street; Central Square, New York 13036. (315) 668-2611, Ext. 265.***

Developmental Funding: JDRP No. 83-36 (3/28/83)

EARLY PREVENTION OF SCHOOL FAILURE. This program is designed to prevent school failure by identifying the developmental levels and learning styles of children ages four to six years. A follow-up program is also provided.

Audience Approved by JDRP as a screening and curriculum program appropriate for children ages 4-6. Inservice program valuable for teachers of kindergarten, first grade, early childhood and migrant programs, administrators, special education resource, physical education teachers, Chapter I and diagnosticians.

Description Early Prevention of School Failure has demonstrated that effective screening, diagnostic and classroom techniques can identify, remediate, and ameliorate developmental delays, problems or deviations in gross and fine motor skills, that could adversely affect future school performance. Major findings have shown that the project has reached or surpassed expectations in all areas. Gain rates of high-risk students over a three-year period averaged from 1.39 months to 3.12 months growth for each month in the program. Students with moderate learning needs also achieved according to expectations by surpassing standardized rate for this age level as measured by the Gates McGinite Reading and Metropolitan Achievement Tests. Another important finding showed that the gains made during kindergarten persisted into subsequent years.

The training provides professional assistance to teachers so that they may acquire skills and competencies in matching curriculum to levels of development. The screening process evaluates the whole child through analyzing his/her modality development. A computer program simplifies the conferencing process to provide teachers and parents with an individual student profile. In addition, the computer program groups the children according to need so that the teacher can plan the 15-20 minutes of daily modality instruction appropriately. The EPSF program materials include screening instruments, classroom management guides, classroom activity guides, parent materials and literature folders for teaching the high process thinking skills.

Early Prevention of School Failure is being used with children whose first language is English, Spanish, Cambodian, Laotian and Vietnamese. Screening tests and parent materials have been translated into these languages.

Requirements Attendance at a 2 or 3 day training by a team of at least four professionals (kindergarten and/or first grade teachers, special education teachers/psychologist/speech therapist/ Chapter I teachers, and administrators should be included on this team). Implementation of the project components of: 1) screening; 2) conferencing; 3) educational follow-up; 4) parental involvement; and 5) evaluation. A follow-up inservice is recommended.

Costs Costs of implementing the program includes: 1) Substitute pay for those members of the team to attend the two day training; 2) Consultant fee or travel per diem; 3) Curriculum Materials (Non-consumable), $65 per classroom; (4) Screening Materials (Non-consumable), $100 per team; (5) Conferencing Option - Computer Program $70 (one time investment); 6) Follow-up Staff Development.

Services Project will supply awareness materials and resource information to any interested person upon request. In addition, yearly newletters are disseminated to all prior adopters to keep them current. State consortium meetings and leadership conferences are available. Many states have certified trainers that can provided inital services at convenient times and locations. Early Prevention of School Failure has linked with other NDN programs to provide expanded staff development and curriculum resources.

Contact ***Luceille Werner, Project Director; Peotone School District 207-U; 114 N. Second St.; Peotone, IL 60468. (312) 258-3478.***

Developmental Funding: USOE ESEA Title III

JDRP No. 74-46 (5/14/74)
Recertified (11/84)

ERIN: Early Recognition Intervention Network. A competency-based training program for teachers, coordinators, and parents to assist young children with special needs in regular and special education settings.

Audience Approved by JDRP for children ages 3-7 with mild to severe handicaps in mainstream or special settings, competency-based training programs for regular and special teachers, program coordinators, and parents.

Description The ERIN System is being utilized for children ages 2-7 and their parents, both in special pre-school classroom/home programs serving children with moderate to severe special needs and in regular early childhood (nursery, Head Start, day care) and primary (K-1) programs serving mainstreamed mild to moderate special needs children integrated with their peers.

Personnel involvement/training requires each teacher to implement a sequenced program of observation and curriculum modification weekly for two or more children with special needs. The sequence of units fits into the progression of the school year. The order of units can be changed to meet a system's individual needs. A local coordinator is trained to take over local training and monitoring of the program. The ERIN training program for adults (special or regular teachers and coordinators) provides the equivalent of three to six college credits through attendance at a week-long Institute and on-site consultation by ERIN staff. A coordinated parent program for both special and mainstream children is optional.

The child's Individual Education Program is implemented in large and small groups and individually. The teaching adult organizes his/her own learning environment to facilitate participation (social-emotional-affective), body awareness and control, visual-perceptual-motor, and language skills. Depending on the age of the child, these are organized into self-help, developmental concept, and academic readiness content areas. Initially, the curriculum approach focuses on general classroom/home modifications of the physical space and daily time units, learning materials and their organization into learning sequences, the grouping of children, and teacher cueing/monitoring. This is followed by the teaching of specific skills to subgroups and/or individual children by the teacher, parent, or volunteer, with much greater intensity in specialized programs.

Requirements Initial five-day Institute for teacher/coordinators plus classroom follow-up by local coordinator, with on-site visit(s) by ERIN consultant during the first year. Strong administrative support and a multiyear involvement of geometrically decreasing ERIN support is necessary for implementation of a range of regular and special classroom and home teaching components.

Costs Costs of program replication include Institute fees, cost of teacher curriculum kits and a coordinator's training kit, cost of staff training, and travel and per diem for ERIN staff member providing follow-up monitoring. Maintenance involves no appreciable increase in most districts' current operating expenses. Materials required for program implementation, other than those stated above, are already found in most early childhood classrooms. All financial arrangements must be negotiated with an ERIN staff member.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is conducted at project site (all expenses must be paid, including workshop fees). Training is also available at adopter site (all expenses must be paid, including workshop fees). Implementation and follow-up services are available to adopters (all expenses must be paid).

Contact ***Peter and Marian Hainsworth, Directors; ERIN Inc.; 376 Bridge St.; Dedham, MA 02026. (617) 329-5529.***

Developmental Funding: USOE BEH

JDRP No. 78-186 (7/13/78)
Recertified (12/84)

F.I.S.T. (Functional In-Service Training). An adult literacy program that uses trained volunteer tutors.

Audience Approved by JDRP for adults 16 and older who are out of school and read below the 4.0 level.

Description Project FIST has developed a volunteer based administrative and instructional delivery system aimed at meeting the special needs of low-level adult readers. A major reason for the ineffectiveness of traditional adult basic education programs is the lack of resources to provide the one-to-one instruction needed to remediate severe reading deficiencies. FIST was originally conceived as an integral component of ongoing basic skills programs, providing the intensive one-to-one tutoring and support needed before minimally proficient readers can benefit from regular instruction. FIST can be incorporated by existing programs at low cost.

After securing the commitment of the local ABE program, a part-time coordinator-aide is hired and a tutor and student recruitment campaign is mounted. The Project's Administrator's Handbook describes tested procedures for recruiting tutors and functionally illiterate adults, as well as how to establish a volunteer adult literacy component within an ongoing adult education program. The coordinator is responsible for tutor and student recruitment as well as arranging for diagnostic and follow-up testing, student-tutor assignments, records management, and materials procurement. Tutors and students meet once or twice a week for one to two hours at a mutually convenient place, usually a local library, church or within the learning center.

Tutor training is accomplished through a workshop using the Project developed text, *Functional Literacy for Adults: A Work-text for Tutors.* Emphasis is given to establishing a positive, empathetic relationship, selecting, creating, and using materials and remediating specific reading problems. The workshop lasts 18 hours. Workshop sessions usually meet once weekly for 3 hours over a 6-week period. Reading tests are administered regularly at four-month intervals. When test results show that the student has outgrown his/her need for FIST, they are referred to the regular adult basic education program. The coordinator is trained initially, and then trains the volunteer tutors.

Requirements FIST can be adopted by established ABE programs at very little cost. Basic requirements are the purchase of project materials, hiring or the reassignment of staff to coordinate the project, attendance of pre-implementation training and to operate for at least one year.

Costs There is no need for facilities, since tutoring is normally conducted off site, nor does FIST require any special equipment or costly materials. Program manuals must be purchased (contact project for cost). Educational material typically used in adult basic education is suitable. Existing staff can be reassigned.

Services Awareness materials are available at no cost. Visitors are welcome at any time by appointment at project site. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at project site or adopter site (costs to be negotiated). Implementation and follow-up services are available to adopter.

Contact ***Patricia Morley, Director, Project F.I.S.T.; Division of Community Education; Middlesex County College; 170 French Street; New Brunswick, NJ 08901 (201) 249-7987 or 6209.***

Developmental Funding: ESEA TITLE VI; STATE

JDPR No. 83-35 (3/23/83)

INDIVIDUAL PROGRESS PROGRAM. A complete academic program for gifted students.

Audience Approved by JDRP for students in grades 2-5 who show such an accelerated rate of academic/intellectual growth that their needs cannot be met with grade level teaching and materials.

Description The IPP model is for gifted students in grades 2-5 who are in the top 2% as measured by academic/intellectual tests. The program accelerates students through a basic skills core curriculum at a level commensurate with their own ability. This curriculum integrates all disciplines under the "umbrella" of the social studies, and crosses all age and grade levels. A theme is applied to the curriculum, which rotates every three years. Five manuals have been developed for use with the program: one for a general program description; three for curriculum—one for each year of the cycle; and one describing the use of affective measures in the program. Within these manuals are lists of all texts and additional curriculum resources used by the staff. When students enter the program, they are diagnosed for level of proficiency in the areas of reading/language arts and mathematics. Once students have been tested for individual levels of competency, they are grouped for instruction within each classroom according to the appropriate level. Diagnosis is continued by testing at intervals throughout the year in order to monitor mastery of basic skills and ascertain strengths and weaknesses. Scheduling is arranged so that students may move between classrooms in order to work with their intellectual peers in each academic area. In addition, an enrichment component, which focuses on foreign language, art, the media, folk dance, and computer basics, operates on a six-week rotating schedule. Management tools help teachers maintain student schedules and assist the students' time management. In addition to academic achievement, it is expected that each child will complete independent projects in areas of interest. A structured format is provided for the younger grades, while the older students have a more open-ended structure. The community functions as a primary resource for all of the disciplines; resources are either brought into the classroom or students are taken out into the field. Activities in interpersonal skills, self-awareness, and communications are part of the curriculum manuals.

Requirements The Individual Progress Program can be adopted by one or more classrooms in a district. Implementation of the IPP involves a two to six-day workshop for the adopting district staff, workshop length depending on the knowledge base of the adopting team. Consultants will assist staff with planning and adaptation of their existing curriculum materials to the IPP model.

Costs The manuals are designed to provide the program model, including assessment, scheduling, curriculum outlines, and samples of lesson plans and units. The staff and classroom costs are baseline and the textual and resource materials specified by the district are utilized within the classroom. Thus the need for additional materials is reduced. First year cost to a district is usually $5,465. This reflects release time and substitutes. The fee for trainer is negotiable, based on the number of days requested for inservice and amount of materials needed.

Services Visitors are welcome at demonstration site by appointment. Project staff are available for awareness sessions (costs to be shared) and training sessions (costs are negotiable). A one day follow-up is available and would be negotiated into the cost of the training session.

Contact ***Dr. Wendy Roedell, Individual Progress Program Dissemination Project, Educational Service District No. 21, 1410 South 200th Street, Seattle, WA 98148. (206) 248-4961.***

Developmental Funding: USOE ESEA Title IV-C

JDRP No. 82-15 (5/12/82)

JEFFERSON COUNTY ADULT READING PROGRAM (JCARP). A program to deliver literacy instruction and life coping skills instruction fully utilizing community linkages and the services of volunteers.

Audience Adults, 16 years and older, who are out of school and have a reading level below 6.0 grade as measured by a standardized test.

Description Four years of JCARP operation showed that materials, methods, and teachers were not singularly significant in program success, but that those students who attended more often showed greater gains. The necessity was, therefore, to develop a strategy to increase student retention. To this end, counseling is inculcated into each of the four components of JCARP that aimed to address the personal and social needs of this population as well as their academic deficiencies. The four components are:

RECRUITMENT: Print, electronic, and business industry links are employed. Phone conversations with potential students are made to allay anxieties about pursuing their education. This effort was designed to create a secure and unthreatening environment, and lessen the likelihood of attrition.

STAFF TRAINING: Volunteers and paid staff are oriented to the characteristics of the undereducated adult through audio-visual and written materials. They learn to use the commonality of the students' apprehensions and deficiencies to promote group cohesion and mutual support. Also discussed are techniques for conducting individual conferences so that students can formulate priorities and goals through the counseling process. Finally, the teaching staff is instructed in how to use test instruments and basal materials and how to prepare an IEP which considers the reading skill deficiencies, life skill needs and priorities of each student.

INSTRUCTION: The student's IEP is attained through both group and individualized instruction. Half the time is spent in instruction from a basal reading series and half is devoted to the reinforcement of reading skills in practical life materials .

EVALUATION: Overall goal achievement is assessed at mid-year in student-teacher conferences. The conferences stress student retention.

Requirements The program is effective under diverse instructional circumstances. The program can be succesfully implemented with part-time teachers, paraprofessionals, and/or volunteer staff. Training includes model to enable existing staff to become coordinators of volunteer literacy programs and trainers and managers of volunteer tutors. Preimplementation training conducted by JCARP staff is required.

Costs Implementation costs depend on several variables. Adopter may hire a coordinator or reassign existing staff. Hours vary. A minimum of 10 hours per week is recommended. Classes may be housed in community centers, libraries, churches or school buildings with no cost to the project. Instructional materials may be consumed or reused by students and tutors. Costs of volunteer training are limited to reproduction of handouts.

Services Awareness materials are available at no cost. Visitors are welcome at any time by appointment at project site. Project personnel are available for awareness or training sessions. Training costs are paid by adopter and include a one-time cost of $250 for JCARP slide/tape series.

Contact ***Ms. Sharon Darling, Project Director, or Susan Paull, Division of Adult and Community Education, Kentucky Department of Education, 17th Floor, Capital Plaza Towers, Frankfort, KY 40601, (502) 564-3921.***

Developmental Funding: Adult Ed. / State

JDRP No. 82-19 (9/15/82)

OKLAHOMA SECONDARY LEARNING DISABILITIES PROJECT. An individualized diagnostic/prescriptive teaching intervention system that has proven highly successful with learning-disabled adolescents.

Audience Approved by JDRP for learning-disabled students in grades 7-12.

Description The major goal of this project is to provide each identified learning disabled student of secondary school age within the target population with a specific prescriptive learning program enabling that student to develop skills and knowledge at a rate commensurate with his/her ability level. The model is basically a diagnostic/prescriptive intervention system. Components include: a professionally staffed learning lab, a prescriptive diagnostician who has particular ability in developing educational intervention programs for individual students, and a media library for use by the learning disabilities teacher to implement intervention strategies.

Students placed are those who were noted in a psychoeducational evaluation to have a specific learning disability of a perceptual, conceptual, or integrative nature.

One of the major reasons for success is that not just resource room teachers, but regular content teachers and support staff are involved in the training. Since most schools already have the basic components, such as a resource room in place, the actual training is intended to improve the existing structure of the school through increasing the communication between the regular content classes and the resource room.

The newest component of this project is the prescriptive use of computer assisted instruction in the resource room setting. This project has designed some of our own computer programs that are low in cost, but care has been taken to make them interesting and challenging as well as motivating to the student.

Requirements A classroom to use as a learning lab. A certified LD teacher to staff the learning lab. A two-day training workshop from the Oklahoma Child Service Demonstration Center. Equipment and materials for LD adolescents. A commitment to the model and its use by the adopting school district. Expenses of a staff member from the developer project for a one-day follow-up consulting visit to adopter site. Pre/post Wide Range Achievement Test scores of all students in program must be provided to developer project.

Costs The cost for adopting the project is simply travel, lodging and per diem for one trainer during the two-day training, and one follow-up visit, $6 Training Manual for each participant. Dissemination products developed by our staff are available to further enhance the effectiveness of the adoption. A variety of high-interest, low-vocabulary commercial materials is recommended. Equipment required (tape recorders, filmstrip viewers, calculators) is commonly found in learning labs.

Services Awareness materials are available at no cost. Visitors are welcome any time by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (travel and per diem must be paid). Training at project site is conducted (all expenses must be paid), or training is also available at adopter site (all expenses must be paid, including cost of Training Manual). Implementation and follow-up services are available to adopters (all expenses must be paid).

Contact ***Celia Meyers; Oklahoma Child Service Demonstration Center; 101 West Broadway; Cushing, OK 74023. (918) 225-4711 or 225-1882.***

Developmental Funding: USOE; BEH; and Title VI-G

JDRP No. 76-103 (10/18/76)
Recertified (11/84)

THE PORTAGE PROJECT: A Home Approach to the Early Education of Young Children. A home based model serving multicategorical handicapped children from birth to six years of age.

Audience Approved by JDRP for children with handicaps, mental ages 0-6, preschool programs, and non-handicapped Head State home-based programs.

Description The Portage Project, a home-based program for preschool children and their families uses the precision teaching methodology to deliver comprehensive, data-based, parent teaching services. The model, whether employed totally in the home or in a classroom-home combination program, centers on a home teacher working with parents on a weekly basis to assess, plan and teach developmental skills.

Parents observe and practice weekly teaching activities with the guidance and support of a home teacher. Activities are individually designed to meet the developmental needs of the child, and the desires, interests and cultural mores of the family. The home teacher and parent discuss and choose long and short term goals for the child and then develop the appropriate teaching sequences to reach those goals. Child progress is recorded weekly and activities are modified when necessary to assure that the child is consistently reaching the goals set.

The project was originally funded by the Bureau for Education of the Handicapped from 1969 to 1972. Since then the direct services portion of the project has been locally supported by the 21 school districts in south-central Wisconsin in cooperation with the Wisconsin Department of Public Instruction. The project has received funding from the Special Education Programs branch of the Office of Education and the National Diffusion Network to provide training and technical assistance to schools and agencies wishing to establish home-based early childhood services.

Requirements Administrative commitment to involve parents in the early education of their children is a prerequisite for successful implementation. At least one teacher is needed who has the time and willingness to work with parents. Resource personnel should be available to assist in assessment and curriculum planning. Initial training consists of 3 to 4 days of intensive instruction in the model components. Training can take place either at Portage or on-site. One yearly follow-up visit is usually scheduled.

Costs Training costs are negotiable. They typically include travel and per diem for the trainer/s or travel and housing for trainees if off-site. Training materials are supplied at no charge. Implementation costs vary greatly depending on the size of the program and the location of the school district but range from $1200 to $2100 per pupil per school year (data secured from adoption sites).

Services Adoption training can occur either in Portage or at the interested agency's site. One to three day workshops in any of the model components such as curriculum planning, behavior problem prevention, or working with parents can be arranged (costs to be negotiated). Implementation and follow-up services are available to adopters. Project staff are available for out-of-state awareness and conference presentations. Awareness materials are available at no cost. Project instructional materials are available at nominal costs. (Please send for updated costs and ordering information).

Contact ***George Jesien, Outreach Director; Portage Project; 626 E. Slifer St.; Portage, WI. 53901. (608) 742-8811.***

Developmental Funding: USOE SEP,NDN

JDRP No. 75-5 (11/10/75)
Recertified (1/85)

PROJECT 50/50: A computer technology curriculum for secondary school students.

Audience Approved by JDRP for secondary school students.

Description Project 50/50 is a computer technology program designed to assist secondary school students in gaining computer application skills while increasing their levels of social functioning and academic achievement. The project was developed and implemented as an education/industry partnership and has as its target population, ethnic minorities, females and disadvantaged youth.

The uniqueness of the program is found in its comprehensive approach. The curriculum focuses on computer applications and consists of four components:

•COMPUTER AS A SUBJECT covers current and future computer applications, history, terminology, and robotics.

•COMPUTER AS A TOOL introduces programming in LOGO and BASIC languages and the use of graphics and word processing software.

•COMPUTER AS A CAREER focuses on tech-based careers and job opportunities, job search techniques, interviewing skills and inter-personal relations.

•COMPUTER AS A METAPHOR includes exercises in orienteering, and uses map and compass skills in relation to programming a computer.

When a school adopts Project 50/50, a network with local businesses is either begun or enhanced; teachers are trained; collaboration between schools is encouraged; and a curriculum is established. In contrast to comparison groups, Project 50/50 students have demonstrated significantly greater acquisition of computer skills (as measured by the Computer Skills Test), self-esteem (as measured by the Tennessee Self-Concept Scale), and interest in math, science and technology (as evidenced by student schedules), based on a one-year intervention period. Following a four-year plateau of achievement scores for math, reading and language, Project 50/50 students demonstrated significant gains compared to a norm group.

Requirements Adopting school district should provide five days of training for the computer novice and three days of training for the computer experienced teaching staff. One desk-top microcomputer and a printer are needed for every two students.

Costs Cost for replication is $150 per pupil (n=100). Costs include an administrator to coordinate and supervise all program activities, and teacher and trainer preparation expenses.

Services Awareness materials are available at no cost. Visitors are welcome by appointment. Project staff is available for out-of-state awareness workshops (cost to be negotiated). Training is available for potential adopters at their home site or at the Oxford site, if more convenient. Excellent training materials are available for teachers and students.

Contact ***Deborah J. Miles, NDN Coordinator; French River Teacher Center; North Oxford, MA 01537, (617) 987-1626.***

Developmental Funding: Local

JDRP No. 84-13 (3/26/84)

PROJECT RECIPE (Research Exchange for Computerized Individualized Programs of Education). An instructional management system to increase I.E.P. objective attainment K-6 using a micro-computer based recordkeeping system.

Audience Approved for SLD students in grades K-6. Curriculum materials and computerized management system of objectives for reporting purposes have implications for elementary basic skill instruction with regular classroom students.

Description The RECIPE instructional management system provides banks of instructional objectives in the basic skill areas of Reading, Writing, and Mathematics organized into learning maps which provide the special education teacher with an organizational pattern for planning instruction. Banks of objectives are also provided for the areas of Foundation (pre-reading), Articulation, Socialization, and Motor Skills. The objectives are accompanied by two forms of a criterion-referenced assessment system and a listing of over 2,400 instructional strategies correlated to each objective by number. Student Activity Books and Audio Tapes are available for 25 of the basic skill learning maps with which the target population displayed the most difficulty. Teacher Guides and Answer Books are provided for the Student Activity Books. Additional planning materials, Parent Guides, and a student reward system are built into the RECIPE material package and delivery system process.

Micro-computers are employed as the vehicle for storing student demograhic data, creating I.E.P.'S and implementation plans, tracking student progress, and generating I.E.P.'s and Progress Reports in compliance with Federal Guidelines. Teachers interested in using RECIPE must undergo a 2-day inservice training session which includes the use of the micro-computer management portion. Student and program data are stored on floppy diskettes and RECIPE provides a detailed User's Guide for ease of computer interaction.

Requirements The RECIPE instructional management system may be implemented in a variety of educational settings ranging from a single classroom setting with one teacher and up to 30 students to a district level with multiple teachers and students. Data is managed by micro-computers in all settings. Training in the use of RECIPE instructional materials, processes, and micro-computer program uses is required. No additional staff are required for program implementation.

Costs Replication costs will vary based on the number of teachers and students for one classroom (one teacher serving 30 students); approximate cost for program installation and training is $61.69 per student per year. Based on usage in at least two classrooms with 60 students, installation cost per student drops to $31.00 per student per year. Micro-computer hardware costs are not figured into replication costs. Continuation costs for RECIPE are estimated to be $18.50 per year, per student. Complete price listing is available.

Services Limited amounts of awareness materials are available at no cost. As a Lighthouse Project, RECIPE welcomes visitors to the project site any time by appointment for demonstrations and observations. Project staff are available to attend out-of-state awareness meetings on a limited basis, and training is available at both the project site and adopter sites (price to be negotiated). Implementation and follow-up services are available to adopters (price to be negotiated).

Contact ***Sanders Bell, Director; Project RECIPE; or Priscilla Cady, Training Specialist; Project RECIPE; 4747 S. Tamiami Trail; Sarasota, Florida 33581. (813) 953-5000, ext. 141 or (813) 924-5800.***

Developmental Funding: JDRP No. 83-10 (3/4/83)

A REGIONAL DEMONSTRATION PROGRAM FOR PRESCHOOL HANDICAPPED CHILDREN. Early intervention for handicapped children ages 3 to 5.

Audience Approved by JDRP for preschool handicapped children.

Description This is a comprehensive program of educational services intended to increase the verbal, perceptual, motor, and general cognitive skills of children with the following handicaps as defined by the New York State: speech impaired, emotionally disturbed, physically handicapped, learning disability, deaf or hard of hearing, visually impaired or blind, mentally retarded, and autistic.

Unique features of the program include: *The Interactive Teaching Process* in which special education teachers, teacher aides and clinical team members provide diagnostic/prescriptive teaching, language intervention and positive reinforcement on a continual basis in the classroom; *The Transdisciplinary Team Model* through which team members train each other and share roles in assessment, intervention and consultation; *Parent Involvement Model*, which included the parent volunteer system, parent group and an individualized approach to parent participation. *Replication Training* in each or all components is available to any preschool program. Over 100 classroom sites have replicated the regional Program Model or component of the model. Manuals describing each component are available at cost.

Impact data collected on demonstration site and adoption site students show that students exposed to a full year of the program made statistically and educationally significant gains compared to national norms as measured by the McCarthy Scale of Childrens Abilities. Regarding maintenance of effects, gains made by students during the first year of exposure were maintained after a second phase of instruction. Over 60% of Regional Program graduates since 1980 have been placed in regular school or transition programs when they reached school age.

Requirements Any preschool program for the handicapped may adopt the program regardless of size of program or type of handicap. All staff should be involved including teachers, clinical team members, and paraprofessionals. Two or three days of training is provided based on a needs assessment. Training addresses the Interactive Teaching Process, Transdisciplinary Team Model, and Parent Involvement Model. Follow-up visitation allows for consultation and training of an on-site program monitor.

Costs A staff training manual is available for each part of the program. The manuals range in price from $7.50 to $16. Traditional equipment and supplies used in preschool programs are appropriate. A speech therapist must be available to work with the teacher on a part-time basis, and other professionals should be available as appropriate to that program.

Services Visitors are welcome at project sites by appointment. Project staff are available to attend out of state awareness meetings and conferencs. Training is conducted at project site or adopter site (travel, food and lodging must be paid by adopter or cost sharing may be negotiated with State Facilitators).

Contact ***Carol S. Eagen, Supervisor; Preschool programs; Special Education Department; Putnam-Northern Westchester Board of Cooperative Educational Services; Yorktown Heights, N.Y. 10598. (914) 962-2377.***

Developmental Funding: USOE BEH, State, and Local

JDRP No. 81-6 (6/29/81)

SAGE—A program designed to improve academic achievement by providing a differentiated specialized curriculum for gifted and talented elementary students.

Audience Approved by JDRP for academically/intellectually gifted and talented students grades 1-5.

Description The objectives of the program are to develop higher order and critical thinking skills and to improve academic achievement by providing a differentiated specialized curriculum for academically/intellectually gifted and talented elementary school students. The regular school curriculum is extended based on a three-fold model incorporating thinking skill development, mini-study units and independent study. Activities presented in the thinking skills developement portion of the curriculum: stimulate and challenge students to think and to perform at higher levels of thinking; assist in the development of critical, inductive, deductive, and creative thinking skills; and present specific instruction in areas of information gathering, organizing and using resource materials. Mini-study units, extensions of the basic curriculum, are interdisciplinary in nature, and incorporate thinking skill activities in broad topic areas. The third segment of the SAGE core curriculum is independent study, which allows students to extend and to enrich their knowledge of interest/content areas.

Students participating in the program performed at significantly ($p \leq .05$) higher levels in higher order thinking skills, when compared to a non-participating comparison group, as measured by either the Ross Test or Higher Cognitive Processes (grades 4 and 5) or the Test of Cognitive Skills (grades 1-3). Similar gains were achieved on the Comprehensive Tests of Basic Skills, Form U and the Cornell Critical Thinking Test, Level X.

Requirements Depending upon the needs and resources of the interested parties, any model or combination of models (Separate Class, Resource Facility, Consultant Teacher) may be implemented. A two-day training program is required, as well as the purchase of the Project SAGE Teacher Training Manual.

Costs SAGE program materials are $105 per set. Training fees are $150 full day, $75 one-half day. An annotated listing of commercial materials which augment the program is available to adopters for $4.50.

Services Awareness materials are available at no cost. Project staff are available for awareness, training and follow-up. Implementation and follow-up services are available. Visitors are welcome to the project site by appointment.

Contact ***Sandra Cymerman, Disseminator or Diane Modest, Director; Project SAGE; Barbieri School, Framingham Public Schools; Dudley Road; Framingham, MA 01701. (617) 872-4253 or 3546.***

Developmental Funding: ESEA Title IV-C

JDRP No. 83-43 (5/27/83)

PROJECT SKI*HI Outreach. A comprehensive program providing identification, hearing aid management, communication, auditory, and language facilitation through home management for hearing-handicapped children birth to age 6.

Audience Approved by JDRP for hearing-impaired infants and young children birth to age 6 and their families.

Description SKI*HI is a comprehensive program that provides screening, audiological, diagnostic and assessment services and a complete home intervention curriculum for hearing-impaired children (birth to age 6) and their families.

The program is designed to provide services to a state-wide or large population area; however SKI*HI effectively meets the needs of regional, district, rural, small and private agencies. It includes a system for hospital screening for high-risk infants. A diagnostic and supportive entry process ensures efficient, expeditious entry of children and families into the program.

A complete home intervention curriculum is provided. It includes a home hearing aid program, a home communication program, a home auditory program, a home total communication program, and a home language program. Psychological, emotional, and child-development suppport are provided for parents in the home. Weekly and comprehensive quarterly assessment of child and family is performed. Part-time parent advisers living in the area visit homes weekly to deliver the curriculum, which is targeted for parents. A format for home visits is provided.

A support system of ongoing audiological services, a hearing aid evaluation and loaner system, video units and tapes for total communication, hearing aid molds, psychological services, parent group services, and a comprehensive evaluation system are provided.

A national data system collects yearly information on demographic status and child/parent progress for all participating adoption programs. Data summaries are provided to each program. These summaries allow the program to evaluate its own effectiveness with the families it serves as well as to compare its effectiveness with that of the total body of SKI*HI adopting programs across the country.

Requirements One full-time or part-time professional to make weekly home visits is the minimum requirement. This person must have basic SKI*HI training in delivery of a home intervention program for hearing-impaired infants. Travel is necessary. For maximum effect, a hearing aid bank, hearing screening, and audiological, psychological, and child development services should be provided. Earmolds, library books, video-playback units, and total communication tapes should be provided. In larger programs, supervision and administration are necessary. The program should participate in the SKI*HI data collection and evaluation system.

Costs Complete services for 11 months (including all direct and supportive services) costs approximately $1,549 per child. Start-up costs are minimal.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project site and additional demonstration sites in home state and out of state. Project staff are available to attend out-of-state awareness meetings (costs to be negotiated). Training is available at adopter sites (costs to be negotiated). Implementation and follow-up services are available to adopters (costs to be negotiated).

Contact ***Dr. Thomas C. Clark, Director; Project SKI*HI; Department of Communicative Disorders UMC10; Utah State University; Logan, UT 84322. (801) 752-4601.***

Developmental Funding: USOE BEH

JDRP No. 78-192 (7/13/78)
Recertified (10/84)

PROJECT SUCCESS ENRICHMENT: A program to enrich the education of intellectually and creatively gifted students.

Audience Approved by JDRP for gifted and talented students, grades 2-8.

Description 1Special enrichment activities are provided for students in grades 2-8 with exceptionally high ability in the areas of language arts and art. Students are grouped in enrichment classes of 15 or fewer students per section. (This can also be accomplished within a regular classroom setting). Enrichment classes meet 2 hours per week. The participants are not relieved of their regular classroom assignments although if the pullout model is used, they are excused from regular classroom attendance to participate in the program.

Enrichment centers are supplied with project curriculum materials, equipment and staff. Lessons are presented in a hierarchical sequence from skill awareness through skill acquisition, skill mastery, skill application, to skill transfer. At the skill application level, elaboration, originality, divergent thinking, and problem solving are stressed.

The language arts curriculum includes (l) Imagery (similes, metaphors, and personification), (2) Vocabulary (descriptive adjectives and work expansion), (3) Sentences (order, types), (4) Literature (Newberry Award winners, Literary Analysis), and (5) Format (organization, editing, theme). Upon mastery of these topics, Learners study in-depth, various types of poetry and short story writing and transfer their literary knowledge to a variety of integrated projects. Both oral and written communication skills are stressed through various teaching strategies. The curriculum is embodied in six packets (four years of instruction): Introductory, short story, poetry, drafting and editing, literature books and projects, and evaluation.

The art curriculum emphasizes drawing, painting, and clay work. After completing skill awareness and skill acquisition activities, students embark on individual projects.

Requirements Implementation requirements include: Identification of instructors; instructors and principal participate in one-day inservice; identification of students; acquisition of curriculum; pre-testing; instruction; two-day follow-up (principal); and post testing.

Costs Adopters pay travel and per diem costs for one trainer. Twenty-thirty persons can be accommodated in one training session. Adopters purchase training and curriculum manual for $100. At least one manual per school is required. One manual per instruction is desirable.

Services Visitors are welcome at any of our demonstration sites by appointment. Project staff are available for awareness and training sessions and for follow-up and evaluation services. Interested schools may make application for these services. Applications are available upon request. Project brochures and secondary awareness materials are available upon request.

Contact ***Carolyn Gaab-Bronson, Project Success Enrichment; 7249 Capitol Blvd. S.; Tumwater, Washington 98501. Phone (206) 352-0922.***

Developmental Funding: ESEA Title III and IV-C

JDRP No. 83-6 (3/4/83)

TALENTS UNLIMITED. A structured attempt to apply a multiple-talent theory approach to the regular classroom situation.

Audience Approved by JDRP for grades 1-6.

Description Talents Unlimited is designed to help teachers recognize and nurture multiple talents in children of varying ability levels, including talents in the areas of productive thinking, communication, forecasting, decision making, and planning, as well as in the academic areas. The program is a structured attempt to implement and evaluate at the elementary classroom level the multiple-talent theory as defined by Dr. Calvin Taylor; it is based on sound educational and psychological research in learning. Replicable models for teacher training, student instruction, and evaluation have been developed. The program can operate within any organizational pattern.

The Talents Unlimited process model focuses on regular classroom instructional programs, not on gifted programs per se.

Requirements Adopting schools are given permission to replicate the three program models: teacher training, student instruction, and evaluation.

Costs Costs include travel, lodging and food for consultant. Two days of training are required for classroom implementation. Materials are $75.00 per LEA for a basic set; $50.00 optional for additional teaching materials.

Services Awareness materials are available at no cost. Visitors are welcome at project site on the first Monday and Tuesday of every month. Project staff are available to attend out-of-state awareness meetings (travel and per diem to be negotiated). Training is conducted at project site (adopter pays only its own costs). Training is also available at adopter site (all expenses to be negotiated). Implementation and follow-up services are available to adopters (all expenses to be negotiated).

Contact ***Florence Repiogle; Talents Unlimited; 1107 Arlington St.; Mobile, AL 36605. (205) 690-8060.***

Developmental Funding: USOE ESEA Title III

JDRP No. 74-82 (6/6/74)

QUILL: Microcomputer-Based Writing Activities

Audience Approved by JDRP for all students in grades 3-5

Description QUILL is a microcomputer-based writing program that provides students with software tools for planning, composing, revising, storing, retrieving and printing written text. QUILL also provides teachers with training and assistance to integrate the software into classroom writing instruction and writing in content areas. The primary purpose of QUILL is to provide students with motivating writing activities in a structured, computer-based format, which allows for flexiblity in addressing student ability and interest. Additionally, QUILL offers students use of "real life" microcomputer tools, such as a text editor and message system. Finally, QUILL provides teachers with tools to supplement and expand language arts and writing instruction, especially in the areas of expository and persuasive writing.

Intermediate level elementary students (grades 3-5) have significantly improved ($p.=05$) the quality of their expository writing, as measured by pre and post writing samples in comparison with a matched control group.

Requirements At least one computer system per class (Apple with 64K, two drives, 80 column display, green screen monitor, and printer). Computer lab setting is acceptable. No additional staff is required. A local facilitator should be designated from existing personnel.

Costs Staff training and implementation assistance, and purchase of software and hardware are the primary costs. Training (3 days) and on-site assistance (2 days) costs approximately $2000. The software package from a commercial publisher costs $150 per teacher. Additional materials (disks, paper, etc.) cost approximately $125 per teacher. Hardware costs will vary depending upon equipment already available to the adopter.

Services Visitors are welcome at demonstration sites located throughout the country. Awareness materials are available at no cost. Project staff is available for presentation and training on a limited basis (cost to be negotiated).

Contact ***Denise Blumenthal or David Zacchei, The NETWORK Inc., 290 South Main Street, Andover, Massachusetts 01810 (617) 470-1080.***

Developmental Funding: U.S. Department of Education JDRP No. 84-10 (3/30/84)

Section C
Administrative/Other Programs

Project INSERVICE (formerly Posisive Attitudes Toward Learning (PATL)) is a comprehensive teacher inservice training program which directly links the enhancement of teaching skills through classroom based inservice training to significant improvement in student academic achievement. The teaching skills are addressed to many of the findings of the effective schools research.

Audience Approved by JDRP for K-12 students as a means to improve school climate, school effectiveness, and student achievement and attitude.

Description Project INSERVICE identified 15 teaching competencies which have proven effective in enhancing student learning. Change occurs thorugh the use of classroom based inservice training kits. Four interrelated kits were developed. Each kit contains four to six of the competencies. Learning activities are designed to assist the teacher in fine tuning their use of each of the competencies. Project INSERVICE is implemented in the classroom by each participating teacher. A fellow teacher or other school person functions as Kit Advisor and facilitator. Activities facilitated by the Kit Advisor include small group discussions, classroom activities, and the provision of feedback to the teacher in completing a kit. Kit Advisors, minimum two per building, are trained to assist teachers working through the kits. Kit completion requires 20 hours of teacher time over a three or four month period. Completion of all four kits requires approximately two years.

PROCESSES OF LEARNING KIT provides the teacher with techniques for eliciting high order thinking and for alternative teaching strategies which promote greater use of thinking abilities. CLASSROOM COMMUNICATION AND MANAGEMENT KIT provides a Communication Model developed around the concepts of warmth, respectful treatment, and clearly defined limits of behavior including moderately high positive expectations. Students learn decision making as well as responsibility for their own behavior. ACTIVE INVOLVEMENT KIT provides a mechanism for direct involvement in learning activities resulting in a more positive attitude toward self and school. Time on task is enhanced through classroom group discussion, small group learning and other learning activities. INDIVIDUALIZED INSTRUCTION KIT provides instruction in developing objectives. Learning activities are identified for each objective, designed to assist the student in developing the skill or behavior called for in the objective. At this time 2,000 schools have implemented Project INSERVICE. Data indicates a significant improvement in each of the following areas as a result of Project Implementation: reading, vocabulary, comprehension, verbal skills, respect for school and learning, teacher gratification and satisfaction, self esteem.

Requirements Two to four days of training are provided for persons selected as inservice specialists or Kit Advisors. Each Kit Advisor can then work with 7-10 fellow teachers, if they can be released from approximately 10% of their duties. Follow-up after six months to one year is recommended.

Costs Start-up cost is $500 plus $12 for each teacher to be trained. Operational costs consist of stipends for inservice specialists. Training costs for Kit Advisors includes travel cost and per diem for one trainer plus $100 per day.

Services Awareness materials are available at no cost. Visitors are welcome by appointment at project and demonstration sites. Project staff are available to attend out-of-state awareness demonstrations and to provide training. Follow-up services are available to adopters.

Contact ***John D. Zirges, Ph.D, Director, or Charles Pelan, Inservice Specialist, Bethalto Unit #8 Schools; 322 E. Central; Bethalto, IL 62010. (618) 377-7213.***

Developmental Funding: USOE ESEA Title III

JDRP No. 75-26 (5/16/75)
Recertified (1/85)

RESIDENT SUPERVISORY SUPPORT FOR TEACHERS: A peer supervision program designed to improve classroom instruction by training school personnel to use effective clinical supervisory techniques.

Audience Teachers, School Administrators, Supervisory Personnel

Description Resident Supervisory Support for Teachers (RSST) is a peer supervision program designed to improve classroom instruction by training school personnel to use effective clinical supervision techniques, with an emphasis on peer clinical concepts and strategies of school supervision. The program helps teachers capitalize on their strengths and improve on their weaknesses. It is designed to provide instructional support for effective and less effective, experienced and inexperienced teachers. The clinical supervision process can be utilized with elementary and secondary teachers of all disciplines and is open to applications for higher education. The program was developed to augment the regular supervisory program and its ultimate goal is to provide each participating school with a cadre of trained peer supervisors. Participants are taught to use an adaptation of Robert Goldheimer's Clinical Supervision Model that includes the following five steps: (l) pre-observation conference, (2) classroom observation, (3) analysis and strategy, (4) post-observation conference, and (5) post-conference analysis. This model provides a mechanism for teachers helping other teachers improve classroom performance and management. Participants are taught non-directive conferencing techniques, factual data gathering procedures, and the recognition of teaching patterns as well as how to plan and implement a local school peer supervision program.

The program can be adopted/adapted by a school district or an individual school. It enables schools with limited resources to provide accessible and regular opportunitites for instructional support and professional development. The ultimate goal of the training program is to provide each participating school with a cadre of peer coaches. The program is expected to increase its impact each year by involving more volunteer teachers in the training program and consequently expanding the number of peer coaches at the local school level. Participants in the training program demonstrated increased knowledge of school supervision and ability to apply clinical supervision techniques. Additional feedback indicates improved classroom performance, greater understanding of the teaching/learning process and an improved attitude toward instructional supervision.

Requirements An administrator and a minimum of two teachers from each participating school are required to participate in an initial 2-day training program. Development of a local school peer support plan and teacher participation in a practicum experience are required. A minimum of 15 participants is preferred for each training session. The program can be adopted by a school district or an individual school. A teacher trainee or an administrator is needed to serve as a program coordinator for each building. One day follow-up required. Second follow-up as needed and/or requested.

Costs Training expenses include: (1) training fee, (2) training manaul at $20 per copy, (3) trainer(s) fee(s) negotiable, (4) hotel accommodations, meals, (5) local transportation, and (6) travel expenses to and from Washington, D.C. (negotiable). Training equipment will include VHS recorder and monitor, overhead projector and projector screen.

Services Awareness materials are available at no cost. Project staff are available to attend out-of-state awareness meetings. Training is conducted at project site (costs to be negotiated). Training is also available at adopter site (costs to be negotiated). Implementation and follow-up services are available to adopter (costs to be negotiated).

Contact ***Rosalie B. Huff, Resident Supervisory Support for Teachers (RSST); Banneker Academic School: 800 Euclid Street, N.W.; Washington, D.C. 20001; (202) 673-7708.***

Developmental Funding: JDRP No. 82-IIR (10/28/82)

U-SAIL: Utah System Approach to Individualized Learning. An effective, economical, and exportable system for individualization and improvement of instruction.

Audience Approved by JDRP for administrators, teachers, and students of all abilities in grades 1-9.

Description When the U-SAIL System is installed, both achievement and attitude gains are made. The program builds skill in program planning, organization, classroom management, effective teaching and student responsibility.

The system provides for the most appropriate task being prescribed for each learner, given the resources available. Prescription is based on the unique needs of learners in a humane environment for learning. Teaching, monitoring, providing appropriate practice and application of skills learned, giving students feedback, and retrieval or recordkeeping are basic to program installation. Each part of the system is always operational and influences the behavior of teachers and learners as they manage, teach and learn.

The system is supported by inservice training in program implementation for administrators and teachers and by curriculum materials designed to assist the teaching of concepts in reading and mathematics (K-9). Training is practical and personalized with emphasis on classroom management and effective teaching of basic skills.

Implementation is possible in a variety of settings with local educators. The U-SAIL program gives teachers and administrators in any physical environment or organizational framework the tools necessary for systematic improvement.

Support materials are available in mathematics, language arts, and reading.

Requirements Program may be implemented in a single primary, intermediate or middle-school unit, or in total school or district configurations. Two to five days are required for staff training with follow-up inservice as needed. Administrator or implementer instruction usually precedes teacher inservice. It is recommended that only one content area be installed per year. Second- and third-year involvement provides stabilized change in practice and allows integration of additional content areas into the system. No special facilities are required.

Costs Cost of materials varies with extent of implementation. Start-up costs average $4 per pupil. Maintenance costs can be absorbed within a regular district budget. Costs of staff training vary and are negotiable. Teachers of teachers are trained, and follow-up assistance is given. Development of local leadership is emphasized. Adopter costs include stipends paid to teachers for involvement and costs of materials.

Services Awareness materials are available at no cost. Visitors are welcome at project site anytime by appointment. Project staff are available to attend out-of-state awareness meetings (all expenses must be paid). Training is conducted at the project site (all expenses must be paid). Training and follow up is also available at adopter site (all expenses must be paid). Implementation and follow-up services are available to adopters (all expenses must be paid).

Contact ***Carma M. Hales, Director; U-SAIL Project; 2971 Evergreen Ave.; P.O. Box 9327; Salt Lake City, UT 84109. (801) 486-5491.***

Developmental Funding: USOE ESEA Title III

JDRP No. 76-95 (10/4/76) (7/11/80)

NOMINATION FORM FOR EXEMPLARY PROGRAMS/PRACTICES

School District: _____ Phone: _____

Title of Practice and Program: _____

District Enrollment (K-12): _____ Years of Project Implementation: from _____ to _____

Central Office/Building Contact Person: _____ Phone: _____

Major Focus (Check one): Curriculum ( ) Give Subject Area _____,
Accountability ( ), Personnel ( ), Cocurricular/Extracurricular ( ),
Administration ( ), Facilities ( ), Student Services ( ),
Support Services ( ), School Improvement Process ( )

Circle Graded Level(s) Impacted: None Pre 1 2 3 4 5 6 7 8 9 10 11 12 Post Sec

Special Program(s) Impacted: _____

Brief Description of Program/Practice: _____

_____

_____

What outcomes are expected? _____

_____

_____

Has the program been evaluated? How? _____

_____

_____

Has the implementation process been documented? _____

_____

_____

Are proejct materials available? _____

_____

_____

What services can be provided to others? _____

_____

_____

Name of person nominating this project: _____

Address: _____ Phone: _____

_____ Position: _____

_____

Send to: Joseph T. Newlin, NEA Headquarters, 300 Education Building
Colorado State University, Fort Collins, CO 80523

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